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ABSTRACT

This curriculum guide has been developed to assist home and family life education teachers in identifying goals, course objectives, and supporting generalizations in the area of housing. The guide includes five program goals: (1) make decisions based on the relationship between housing and the environment; (2) make housing decisions based on individual, family, and societal needs; (3) develop consumer competencies relating to housing; (4) develop competencies for meeting comfort, efficiency, and aesthetic goals of individuals and families; and (5) identify housing related careers. Divided into two levels of instruction, beginning for middle school level and advanced for senior high school level, each program goal is introduced with course objectives and supporting generalizations based on the instructional level. Each generalization is presented with suggestions for learning experiences, extended learning using outside classroom experiences, resources of print and nonprint materials and speakers, and leadership strategies. A 26-item bibliography of books, pamphlets, audiovisual programs, and other items is included. (DJC)

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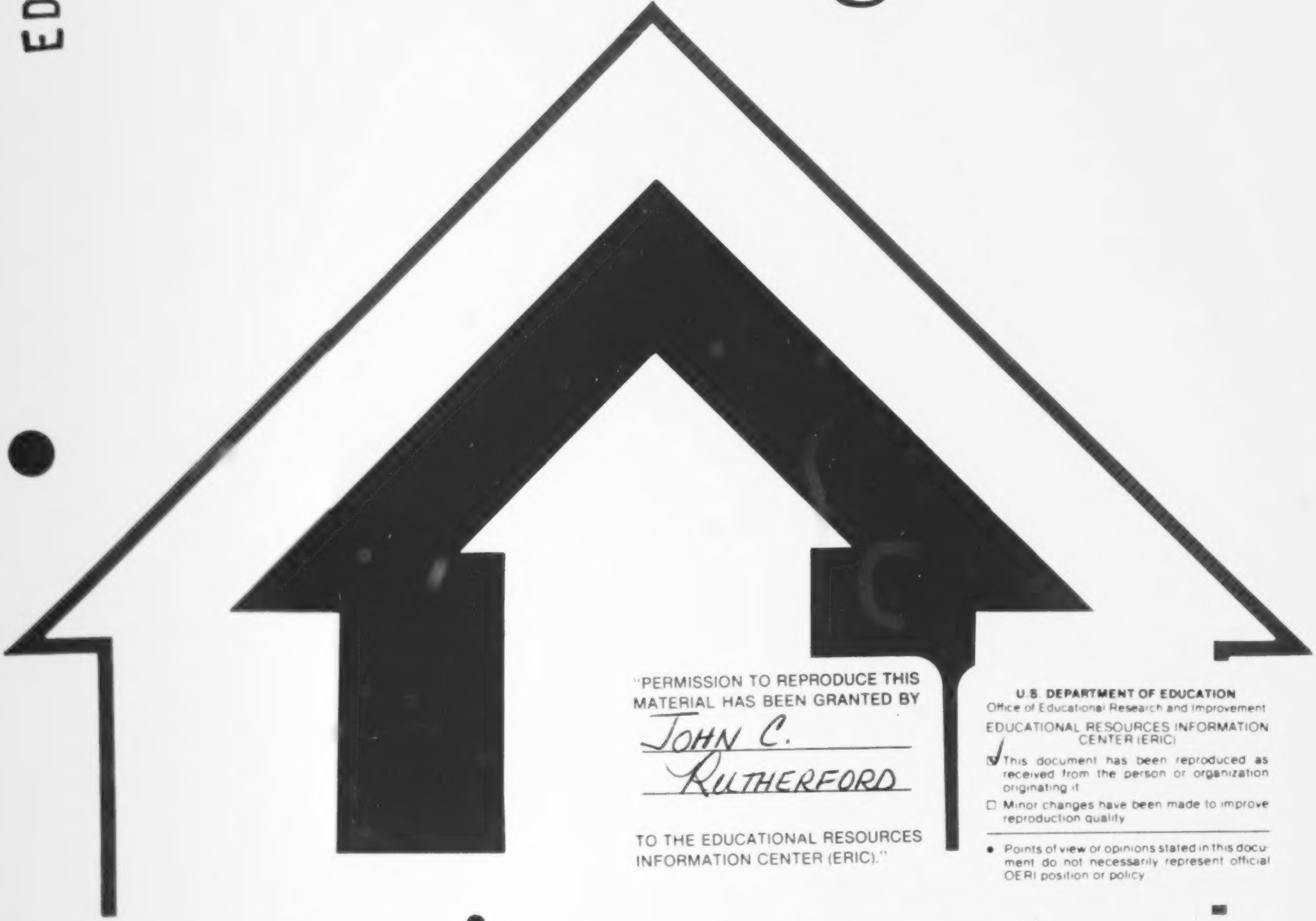

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Superintendent of Public Instruction
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TUMWATER WA 98504

FOREWORD

This guide for developing curriculum in housing titled Exploring Living Environments was developed through the cooperative effort of Home and Family Life teachers representing the sixteen area groups in the state, home economics teacher educators and the home economics state office staff of the State Department of Public Instruction. A working copy of the guide was produced the summer of 1980 and distributed to all vocational home and family life teachers in Washington to be evaluated and strengthened. Those suggestions were invaluable in the completion of the guide.

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It is hoped that this curriculum guide will strengthen the teaching of units in housing and thereby assist students in making sound decisions regarding their living environment.

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H.E. Bulletin #41

A GUIDE FOR DEVELOPING CURRICULUM FOR
EXPLORING THE LIVING ENVIRONMENT

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1981

Exploring Living Environments is a revision of the House and Its Management in Relation to Family Guideline. This 1981 reprint is made available by the Superintendent of Public Instruction through the services of the Northwestern Vocational Curriculum Management Center, Washington State Commission for Vocational Education.

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Program Goals with Course or Unit Goals and Supporting Generalizations:

MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT

Beginning Level 9

Advanced Level 25

MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Beginning Level 43

Advanced Level 53

DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING

Beginning Level 67

Advanced Level 87

DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Beginning Level 111

Advanced Level 131

IDENTIFY HOUSING RELATED CAREERS

Beginning Level 155

Advanced Level 161

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FORCES IN SOCIETY WITH IMPLICATIONS FOR TEACHING

FORCES IN SOCIETY	EFFECT ON FAMILIES	IMPLICATIONS FOR TEACHER
Increasing mobility of families	Adjustments need to be made to different types of living situations. family occupations family crises education male/female move v. effect on family migration, busing	Examine variations in housing alternatives in different sections of the country.
Interdependence of society	Housing decisions affect and are affected by society. price, interest rate and taxes availability of type of dwelling discrimination conversion of apartment to condominium "earth people" desiring only the necessities mobile home living w/property	Investigate how housing alternatives have changed due to social change.
Interrelationship of housing and environment	Resources affect housing choices.	Investigate available housing and its impact on the environment. Study responsibilities involved in scarce housing materials. Locate assistance available to newcomers. Develop an awareness of available community services and resources and how they function to meet the needs of the family.
	Environment affects housing choices.	Investigate environmental effects of housing. Investigate how the environment affects the cost and maintenance of housing. Study the responsibilities involved in natural and man-made changes in the environment.

FORCES IN SOCIETY	EFFECT ON FAMILIES	IMPLICATIONS FOR TEACHER
Economic conditions	Some individuals and families are forced to assess their resources when making housing choices.	Analyze costs of housing for different family units.
		Evaluate the advisability of certain "do-it yourself" projects.
		Explore housing choices available for various income levels.
		Explore how world monetary (or inflationary) trends influence housing choices.
	The type of housing available is influenced by the state of the economy.	Explore the housing alternatives available.
		Compute the total cost of buying or renting a home.
		Compare asking and total cost of renting or buying a home.
Unemployment	Families have lower discretionary income.	Develop skills to recycle, conserve and improve.
		Explore agencies available for assistance.
	Structure and roles of family members may change.	Investigate ways of coping with stress.
		Explore the ways that roles of family members may change.
	There are limited choices for housing.	Identify resources and alternatives.
Employment trends of women and teenagers.	Increasing employment of women outside the home reduces availability for housekeeping duties.	Plan for convenience features, storage, and easy care of the house, furnishings and equipment.
	Housekeeping responsibilities can be shared by all family members.	Make decisions regarding standards of housekeeping for yourself and with your family.
		Develop efficient housekeeping techniques.
		Analyze the sharing of homemaking activities.

FORCES IN SOCIETY	EFFECT ON FAMILIES	IMPLICATIONS FOR TEACHER
The complex and changing marketplace.	There are variable alternatives for decision-making.	Help students relate decision making to family goals. Identify reliable sources of information.
Legislation of local, state and federal level.	Government affects choices of housing, financial housing and materials used.	Investigate government participation in urban renewal and government projects. Study community responsibility for housing. Analyze how housing costs are affected by government regulations. Study how government standards affect choice of materials.
Changes in family life cycle.	Needs vary with each stage of the family life cycle.	Develop examples of ways that family needs change. Identify how changes in the family life cycle affect the cost of housing.
Culture, immigration and values.	Many kinds of individual family values determine patterns of family living.	Plan decision making related to individual and family needs and values. Consider status symbols and how they influence family patterns. Identify family values. Evaluate effects of ethnic culture on housing.

FORCES IN SOCIETY	EFFECT ON FAMILIES	IMPLICATIONS FOR TEACHER
Continual Change →	Families need to explore positive ways to accept and adapt to change. →	Analyze factors related to urban, suburban and rural living including status, legal aspects, zoning regulations and shopping areas.
		Compare the satisfactions of urban, suburban and rural living.
		Relate leisure time activities to housing needs.
		Examine family housing as it is affected by technological advances.
		Investigate the scarcity of natural resources as it affects housing decisions.
		Investigate the uses of new building materials on the market.
		Analyze the effect of new building materials on styles in housing.
		Experiment with new household products used in the care and upkeep of the house and its furnishings.
		Learn how to choose, use and conserve equipment and home furnishings so they contribute to meeting individual and family needs.
		Identify skills needed to cope with man's and nature's changing environment.

SUGGESTIONS FOR USING THE GUIDE

This guide has been developed to assist Home and Family Life Education teachers in identifying the program goals, course or unit objectives and supporting generalizations in the area of housing. The decision was made to develop teaching plans on two levels of instruction, beginning and advanced, rather than using the three levels as in many of the previous guides. This decision was made because the majority of schools have semester offerings rather than have comprehensive advanced courses beyond the general first year of Home and Family Life Education

For ease in using the guide, the program goal with course or unit goals and supporting generalizations precede each set of learning experiences and are designated with a ○ symbol. These program goals are:

I - MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT, Pages 9 and 25.

II - MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS, Pages 43 and 53.

III - DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING, Pages 67 and 87.

IV - DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES, Pages 111 and 131.

V - IDENTIFY HOUSING RELATED CAREERS, Pages 155 and 161.

Suggestions for using material from this guideline for developing curriculum for the middle school level and for developing a course offered at the senior level are as follows.

ADAPTATIONS FOR MIDDLE SCHOOL

In addition to Exploring Space (pages 101-103 in Developing Curriculum for Middle and Junior High School), it is recommended the emphasis be placed only on the following program goal:

Make Decisions Based on the Relationship Between Housing and the Environment:

1. Identify sources of information that can be used to make decisions to preserve and protect the environment.
2. Describe aesthetic practices that describe the living environment.
3. Identify types of pollution that affect the envrionment.

ADAPTATIONS FOR COMPREHENSIVE CLASSES AT THE SENIOR LEVEL

For Independent Living, Single Survival or similar classes, it is recommended the major emphasis be placed on the following program goals:

Develop Consumer Competencies Related to Housing:

1. Recognize housing expenditures and relate these to the principles of money management.
2. The process of acquiring housing and setting up a household.
3. Examine the rights and responsibilities of landlords, tenants, sellers and buyers.

Make Decisions Based on Individual, Family and Societal Needs:

1. Recognizing housing alternatives.

Develop Competencies For Meeting Comfort, Efficiency and Aesthetic Goals of Individuals and Families:

1. Recognize ways personal resources are used to make a home comfortable.
2. Select suitable furnishings.
3. Plan an effective approach to maintenance and cleaning.

PROGRAM GOALS FOR LIVING ENVIRONMENT

I. MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT.

II. MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS.

III. DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING.

IV. DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES.

V. IDENTIFY HOUSING RELATED CAREERS.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIPS BETWEEN HOUSING AND THE ENVIRONMENT

Unit or Course Goals and Supporting Generalizations:

A. Identify sources of information that can be used in making decisions to preserve and protect the environment.

Sources of information are available in each community that can be used in making decisions to preserve and protect the environment.

By using the knowledge of resources available through professionals and craftsmen, a consumer will be better able to utilize the decision making process to enhance the environment.

B. Describe practices that protect the living environment and result in more aesthetic surroundings.

Living environments have varied aesthetic qualities.

People can improve and protect their environment.

There is an aesthetic relationship between housing and environment.

With each person assuming responsibility for cleanup of the near environment, it can be protected and aesthetically pleasing.

Structures may be planned in harmony with the natural environment.

C. Identify types of pollution that affect the environment.

Certain technological changes intensify physical needs such as freedom from distracting noises and the need for air that is safe from pollution.

The way one maintains a home and its surroundings affects its value as well as the property value in the vicinity.

D. Recognize choices and practices of energy conservation; waste; efficiency.

Each person can play a role in energy conservation.

Site orientation, vegetation uses and room location affect energy conservation and waste.

Shortages will influence housing decisions.

Construction features in a home may increase energy efficiency.

E. Determine the effect of housing trends on the environment.

Technology has influenced nature and the quality of the living environment.

F. Assess the effects that population has on people and their living environment.

An increase in population will increase the demands for housing.

Concentration of population is producing changes in housing patterns.

Program Goal: MAKE DECISONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Beginning

Course/Unit Goal:

A. Identify sources of information that can be used in making decisions to preserve and protect the environment.

Content:

Community environmental resources.

Generalization(s):

Sources of information are available in each community that can be used in making decisions to preserve and protect the environment.

By using the knowledge of resources available through professionals and craftsmen, a consumer will be better able to utilize the decision making process to enhance the environment.

Learning Experiences

Gather newspaper or magazine articles about preserving and protecting the environment. Discuss articles--put on display in room, library or large group meeting area.

With guest speakers discuss preserving and protecting the environment.

Develop a questionnaire and administer it to the community to gather information concerning sources of environmental protection.

Compile and publish a booklet listing community environmental resources for leaders (club presidents, mayor, town council, school and public libraries) to distribute in the community.

Resources

Resource People

- Architect
- Builder
- Farmer
- Timber Product Employee
- Forest Service Personnel
- Planning Commissioner
- Public Utility Board Representative
- Extension Agent
- Legislator
- Environmental Protection Agency Employee
- Chamber of Commerce Representative
- Garden Club Member
- Sierra Club Member
- National Geographic Society Member
- School Librarian
- Science and Ag Teachers

Extended Learnings:

Write letters to resource people asking for information concerning requesting information on preserving and protecting the environment.

Leadership Strategy:

Publish a booklet on environmental resources.

Program Goal: MAKE DECISONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Beginning

Course/Unit Goal:

B. Describe practices that protect the living environment and result in more aesthetic surroundings.

Content:

Preserving and protecting the environment.

Generalization(s):

Living environments have varied aesthetic qualities.
People can improve and protect their environment.
There is an aesthetic relationship between housing and environment.
With each person assuming responsibility for cleanup of the near environment, it can be protected and aesthetically pleasing.

Learning Experiences

View one of the suggested filmstrips. Answer prepared questions. Discuss.

On a walking field trip through the community, identify those factors observed which contribute to or detract from the function and beauty of the area.

In small groups or individually, choose one of the following:
- a. Develop plans for improving one area of school.
- b. Develop a display.
- c. Develop a puppet show.
- d. Develop poster on ecology.
- e. Write 10 spot announcements for the school bulletin.
- f. Write a newspaper article.
- b. Develop 3 ads on ecology for the newspaper.

Resources

"Ecology and You", Dr. Jane Roberts (placed in each school district by SPI).

"You Belong", available E.S.D.

"Saving the Environment: The Garbage Explosion" - 16 min, color, 1970, Cispus Films, 2332 Cispus Road, Randle, WA 98377.

"Give a Hoot, Don't Pollute!", 657E, Consumer Information Center, Pueblo, Colorado 81009.

"The Ark", available E.S.D.

"Once There Lived a Wicked Dragon", 521E, Consumer Information Center, Pueblo, Colorado 81009.

Extended Learnings:

Take part in a neighborhood cleanup.

Take pictures, develop own slide presentation.

Leadership Strategy:

Initiate a neighborhood cleanup.

Program Goal: MAKE DECISONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Describe practices that protect the living environment and result in more aesthetic surroundings. Content: Structures: Natural Setting Natural Materials Structures fitting into environment	Structures may be planned in harmony with the natural environment.

Learning Experiences	Resources
Read articles and/or text or listen to a builder on how home designers build homes to fit into natural settings and use natural materials. Find pictures of ways structural features might enhance the natural setting. Discuss. Discuss ways homes in community have enhanced the natural setting. Put these on a sheet of butcher paper. Collect a group of magazine or newspaper pictures of houses that enhance the environment and of buildings that distract from the beauty of the environment. Make a bulletin board of ways one can have beauty with minimal cost. Extended Learnings: Explain how your own living environments enhance or distracts from the natural environment and what you could do to make it more appealing.	Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., pp. 264-295 Newspapers Magazines - House Beautiful American Home Better Homes and Gardens Builders or Architects

Program Goal: MAKE DECISONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify types of pollution that affect the environment. Content: Noise pollution	Certain technological changes intensify physical needs such as freedom from distracting noises and the need for air that is safe from pollution.

Learning Experiences	Resources
Discuss types of pollution and effects on the environment. How do these affect housing? airports industry business energy producing plants traffic	The House, Agan & Luchsinger, 53-72.
Listen to guest speakers on noise pollution and noise level limits.	Ear Specialist Pamphlets on ear pollution.
Do sound experiments. Make tape recording of sounds common to your community. Determine which are soothing, irritating, etc.	
View film, "Downtown is for People." Discuss impact.	"Downtown is for People", Seattle Public Library.
Extended Learnings: Identify noise pollutions in the home and make a plan to eliminate those that distract.	

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify types of pollution that affect the environment. Content: Neighborhood Value	The way one maintains a home and its surroundings affects its value as well as the property value in the vicinity.

Learning Experiences	Resources
View slides of neighborhoods.	Slides or magazine pictures.
List the characteristics of pictures viewed.	
Have a guest speak on property value and home maintenance and how they are related. List ways to improve the property value of homes in the near area.	Real Estate Agent, Home Appraiser, or County Auditor. Project Pack, "The Altairs Read a City Ordinance" by Marge Yarger, Dept. of Educ., Wayne State University, May, 1977.
	"Simple Home Repairs", PA 1034 - Extension Publication.

Extended Learnings:

Develop an individual or neighborhood project to maintain and/or improve the characteristics of the neighborhood.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT. Level: Beginning

Course/Unit Goal:	Generalization(s):
D. Recognize choices and practices of energy conservation; waste; efficiency. Content: Energy conservation in the family.	Each person can play a role in energy conservation.

Learning Experiences	Resources
Take "Energy Attitudes Survey" or teacher originated energy survey.	Energy Conservation in the Home, p. 247 An Energy Education/Conservation Curriculum Guide for Home Economics Teachers, U.S. Dept. of Energy Tech. Info. Center, P.O. Box 62, Oakridge, Tenn. 37830.
Take "Ecology and Consumer" pre-test.	
Rate energy usages of appliances.	Energy Conservation in the Home, pp. 255-257
Draw up lists of how they are saving energy in their homes.	
View filmstrip, "Ecology in the Home."	"Ecology in the Home," Dr. Jane Roberts (placed in each school district by SPI Office in 1975).
Play Save-a-Watt game, Eco-clues game.	Con-Edison, Consolidated Edison Corp. of NY, Inc., 4 Irving Place, New York, NY 10003
Complete the "Residential checklist."	Energy Conservation in the Home, pp. 238-239.
Make a booklet of conservation ideas and distribute throughout the community.	
Select one of the following projects to do at home: A. Make an "ecological check-up" around the house and list the wasted things you find (i.e., leaky faucets, lights left burning, wasteful use of heating or cooling, items needing to be recycled. B. Compile a list of all the regularly used-one-use, disposal paper products in the home. Draw up a second list of reusable items that could be substituted for the items on your first list. C. For one week keep a log on the use of the family car. Record the mileage and purpose of each trip. Evaluate how fuel could have been conserved. Design a plan to save gas.	Home Economists, Meet Unlimited Challenges of Limited Resources, Dr. Jane Roberts, Superintendent of Public Instruction, 7510 Armstrong St., S.W., FG-11, Tumwater, WA 98504.
Complete the Ecology Crossword Puzzle (Ecology in the Home).	Energy-Crises and Opportunity, #85292, J.C. Penney Co., Inc., 1301 Avenue of Americas, New York, NY 10019

Learning Experiences (Cont'd)

Extended Learnings:

Read Overload by Arther Hailey

Improve Home Energy Conservation

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Beginning

Course/Unit Goal:

D. Recognize choices and practices of energy conservation; waste; efficiency.

Content:

Lot layout
Vegetation
Room placement
Climate

Generalization(s):

Site orientation, vegetation uses and room location affect energy conservation and waste.

Learning Experiences

Listen to presentation on how sun, wind, climate/weather patterns, air movement, vegetation, room placement influence energy efficiency.

Sketch a house on butcher paper showing:
- N/S direction
- vegetation
- floor plan layout.

Evaluate in terms of how effective the arrangement is in terms of energy conservation.

Extended Learnings:

Sketch your own home as to N/S direction and placement of vegetation. Re-draw the house placement if necessary to demonstrate the best energy efficiency.

Resources

Tips and Topics, Vol. 20, Issue 2, Winter, 1980, p. 6.

Energy Conservation in the Home, College of Home Economics, Knoxville, Tennessee, pp. 32-41.

Homes Today and Tomorrow, Ruth Sherwood, Bennett, 1972, pp. 147-154.

A Home in the Sun; open house tour of solar house, Garden Way Book, Charlotte, Vermont 05455.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT

Level: Beginning

Course/Unit Goal:

D. Recognize choices and practices of energy conservation; waste; efficiency.

Content:

Materials used in housing non-renewable materials effects on housing.

Generalization(s):

Shortages will influence housing decisions.

Learning Experiences

List materials used in housing construction.

List materials that are now being used in housing construction that may be depleted in the next 20 years.

Compile information and invite speakers available from local gas and electric companies to lecture on conservation of fuel and solar heating.

Play "Baker's Dozen" (See following page)

Make a chart comparing cost of natural gas, electricity, coal, wood and oil over a specific time for home heating (be sure to designate size and style of house).

Extended Learnings:

Choose a home, research its cost at today's market price. Compare with its value 10 years ago. Discuss the findings with family.

Resources

Building contractors

Pictures or slides of housing construction.

Carpentry and Building Construction by John Feirer and Gilbert Hutchings, Chas. A. Bennett Co., Inc., Peoria, Illinois.

Energy, Food and You, Washington State Office of Public Instruction, Olympia, WA 98504, p. 14.

Power Companies

Contractor

Realtor

Fuel Companies

Wood Stove Companies

Storm Window Companies

Energy Crises and Opportunity, #85292 J.C. Penney ($1.25)

BAKER'S DOZEN

1 ____________

2 ____________

3 ____________

4 ____________

5 ____________

6 ____________

7 ____________

8 ____________

9 ____________

10 ____________

11 ____________

12 ____________

13 ____________

List thirteen (a "baker's dozen) of your favorite items in your home which require electricity to operate.

- If there were a decree which said you had to use less electricity, draw a line through the 3 items which you could really do without.
- Circle the 3 which really mean the most to you and which you would hold on to until the very end.

Look back over your list and your decisions and consider:

- Why did you decide to do without the 3 items? Why did you want to keep the other 3?
- What kinds of things which you own are nice but not necessary? Are they important?
- What other possessions do you enjoy? Which ones could you give up if you had to?

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Beginning

Course/Unit Goal:	Generalization(s):
D. Recognize choices and practices of energy conservation; waste; efficiency. Content: Energy efficiency Waste Conservation	Construction features in a home may increase energy efficiency.
Learning Experiences	Resources
Look at pamphlets, newspapers, magazines for construction features which are energy efficient. Discuss. Compile a checklist of energy efficient features in home construction. Take a tour of a home under construction and use the checklist to evaluate its energy efficient features. Extended Learnings: Evaluate your own home according to the checklist made in class. Assist in making a change to conserve energy in your home.	Contractor Realtor Architect Design Features of the Arkansas Energy Conservation Home, Dept. of Housing and Urban Development, Little Rock, Arkansas 72201.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Beginning

Course/Unit Goal:

E. Determine the effect of housing trends on the environment.

Content:

Classify types of housing trends
Interrelationships of trends
Implication of trends

Generalization(s):

Technology has influenced nature and the quality of the living environment.

Learning Experiences

List and define trends as they relate to housing (i.e., cluster housing, single family, condominiums, town houses).

Listen to "Where Do The Children Play?" (The song describes the progress of mankind. It shows a difference, however, between "progress" that increases the quality of our children's lives and the "progress" that may threaten it).

Using the song, "Where Do The Children Play?" as a springboard, discuss the complexity of the concept of "progress" as well as the implications of population and economic growth.

1. What is this song all about?
2. How does the author feel about the subject of this song? What words or phrases in the song make you think he feels this way?
3. Do you ágree with Cat Stevens? Why or why not? Do you think what he says applies to our community?
4. One line says, "yes, get what you want to, if you want, ' cause you can get anything." What does the author mean? Do you think this phrase will be true as the population continues to grow?

Brainstorm the effects that housing trends have on the environment (eroision, less wilderness and wildlife, etc.)

Compile a list of examples of housing trends from your own community.

Resources

Housing Environments, Forecast, Feb., 1977, pp. 60-61

Film, "At Home 2001", Modern Talking Pictures.

Record - "Where Do The Children Play?" Cat Stevens

Learning Experience from: Options, The Population Reference Bureau, Inc., 1755 Massachusetts Ave., N.W., Washington, D.C. 20036, pp. 42-43.

Where Do The Children Play?

Well, I think it's fine building Jumbo Planes, or taking a ride on a cosmic train, switch on summer from a slot machine, yes you can get what you want, 'cause you can get anything. I know we've come a long way, we're changing day to day, but tell me, where d' th' ch'ld'n play.

Well you roll on roads over fresh green grass, for your lorry loads pumping petrol gas, and you make them long and you make them tough, but they just go on and on, and it seems that you can't get off. Oh, I know we've come a long way, we're changing day to day, but tell me, where d' th' ch'ld'n play?

Well, you've cracked the sky, scrapers fill the air, but will you keep on building higher 'till there's no more room up there. Will you make us laugh, will you make us cry, will you tell us when to live, will you tell us when to die. I know we've come a long way, we're changing day to day. But tell me, where d' the' ch'ld'n play?

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:

C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings.

Content:

Heating/cooling systems
Solar Heating
Underground Housing

Generalization(s):

Structural factors and design influence the amount of energy consumed.

Learning Experiences

Explain passive solar heating systems.

Investigate local site orientation principles used for energy conservation in private homes or public buildings.

Visit solar heating/cooled buildings

Explore underground homes as an alternative to above-ground structure.

Extended Learnings:

Compile a list of sources of information on solar energy usage in the home. Read and report on several of these.

Determine whether one's homes could be converted to usage of solar energy.

Resources

Sunset Magazine, May, 1980.

Living in a Glass House, #4, Bonneville Power Administration, Portland, Oregon, pp. 6-8.

Better Homes and Gardens Magazine, Sept., 1979, p. 97.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Beginning

Course/Unit Goal:

F. Assess the influence that population has on people and their living environment.

Content:

Population trends and their effects;
How people effect environment;
People need space.

Generalization(s):

An increase in population will increase the demands for housing.

Concentration of population is producing changes in housing patterns.

Learning Experiences

Put 3 guppies in 1 fish bowl and 24 in another one the same size. Give the fish in each bowl as much food as they need everyday. After a month or two, count the number of fish in each bowl. Relate to population growth.

Name several metropolitan cities; study the living conditions of these various cities. Compare and contrast the findings and analyze family living patterns.

View a film from the "suggested list."

Identify how population growth or decline affects the school population and use of space.

Discuss and consider the movement of population and industry in the local community. Speculate on future growth and its effects.

Investigate to see what community agencies are working with growth. Formulate suggestions for future and send to appropriate agencies.

Listen to speaker from community agency speak on city planning in relation to population growth.

Read and discuss predictions for the future.

Resources

Teaching Population Concepts, King and Landahl, Office of Environmental Ed., Washington State, Old Capitol Building, Olympia, revised, 1973, p. 27.

Films:

"The Tragedy of the Commons", 23 min., color, upper elem - adult, 1971 focus on America.

"Limits to Growth", 32 min., color, Sr. High, adult, 1974 focus on international level.

"Treehouse", 9 min., color, 1970.

Films available from: Cispus Environmental Center, 2332 Cispus Road, Randle, WA 98377.

"Future Shock" by A. Toffler, 42 min., color, Sr. High, adult, 1972, WSU film library.

Filmstrip unit: City Images of America, Chevron School Broadcast, 555 Market Street, San Francisco, CA 94105.

Books and Magazines:

Future Shock, A. Toffler

A Geography of Mankind, Broek and Webb, McGraw-Hill, New York, 1968.

Futurist, a magazine.

" Energy Food and You," Chris Peterson, Coordinator Shoreline School District, N.E. 158th and 20th Avenue, N.E., Seattle, WA 98155.

"Environment and Population: A Source Book for Teachers", Kathryn Horsley. N.E.A. (Family Life Section, Concept #2, p. 48-49).

"Replenish the Earth", Tyler Miller, Chris Peterson, Coordinator, Shoreline School District, N.E. 158th and 20th Avenue, N.E., Seattle, WA

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Advanced

Course/Unit Goal:

D. Identify the role of government and community planning groups in creating optimal living environments.

Content:

Government Role
Need for Planning
Local Planners
Planning Process, Personal Involvement

Generalization(s):

Citizens have a variety of ways to become involved in planning for improvement and maintenance of a community.

Planning groups have a role and responsibility in creating an optimum living environment.

Plans may be formulated to protect and preserve the environment.

Public decisions affect family housing.

Learning Experiences

Given articles describing legislative actions on housing-related issues, summarize the role government plays in relation to housing. Example: taxes, zoning, subsidized housing.

Create and maintain a bulletin board of current events related to housing and the environment.

Select a local housing issue for study. Investigate and take a stand on the issue. Report findings and outcome as related to the decision making process. Follow the progress of the issue.

Define environmental policy.

On an individual and/or class basis, formulate an environmental policy for the Home and Family Life Dept., home or school.

From Options, discuss the environmental planning and the consequences of not planning using the activity sheet. Identify who is involved in the planning processes and how they view this process; use questionnaire.

View film and discuss.

Extended Learnings:

Participate in the planning process at home in regard to housing and the environment.

Resources

Mass Media

Mass Media

Options, A Study Guide to Population and the American Future. Produced by the Population Reference Bureau, Inc., 1755 Massachusetts Ave., N.W., Washington, D.C. 20036, pp. 44 and 45.

"Cities of the Future" may be in ESD.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT

Unit or Course Goals and Supporting Generalizations:

A. Plan for conservation of energy and resources to provide for housing in harmony with the environment.

Energy resources directly influence housing.

People may need to modify their environment when considering nature and the allocation of available resources.

There are ways to conserve our resources.

Environmental changes result in housing changes.

B. Identify environmental influences (i.e., geographical, climate), which affect housing choices.

Consideration of environmental factors may lead to less costly and more satisfactory housing decisions.

Geography and the climate have an effect on housing choices.

C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings.

Housing can be designed to conserve energy.

Energy conservation methods can be used/adapted for existing housing.

Recycling conserves resources.

There is factual basis for energy decisions.

Structural factors and design influence the amount of energy consumed.

People can modify the environment.

Orientation of housing to environment affects climate control.

D. Identify the role of government and community planning groups in creating optimal living environments.

Citizens have a variety of ways to become involved in planning for improvement and maintenance of a community.

Planning groups have a role and responsibility in creating optimum living environment.

Public decisions affect family housing.

Plans may be formulated to protect and preserve the environment.

It is necessary to adjust the environment for the elderly and the handicapped.

E. Analyze ways the environment is likely to affect housing in the future.

The size and location of the future population will have a significant effect upon housing.

Technological advances may provide architects and builders with new resources to solve environmental problems affecting housing.

The construction of housing in alien environments will require new solutions to man's housing needs.

Future housing may be influenced by environmental pollution.

When individuals understand that the trends in housing affect type, quality and quantity of dwellings available, they may be better able to cope with change.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT

Level: Advanced

Course/Unit Goal:

A. Plan for conservation and energy resources to provide for housing in harmony with the environment.

Content:

Allocation of resources.

Generalization(s):

People may need to modify their environment when considering nature and the allocation of available resources.

Learning Experiences

Plan solution for problems dealing with their future living environment.
Examples:
1. Given the equivalent of only one wall of lumber and the fact that no concrete or brick can be used, how can a home be built?
2. You have fuel for two months heat out of the year. How can you solve or cope with this problem?
3. Electricity is in short supply and you have to cut your use in half. How can you reduce consumption? What alternatives do you have and what can you substitute?

Using resources for background information, evaluate the solutions.

Extended Learnings:

Determine how one's family could conserve energy at home.

Resources

"What's your E.Q.? (Energy Quotient)", U.S. Department of Energy, Bonneville Power Administration.

"Another Idea You Can Bank On", Pacific Power Company.

"Energy Saving Actions", Bonneville Power Administration.

"Home Energy Handbook", Pacific Power Company.

"Living in a Glass House", (Packet contains 5 pamphlets), U.S. Department of Energy, Bonneville Power Administration.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

	Course/Unit Goal:	Generalization(s):
A.	Plan for conservation of energy and resources to provide for housing in harmony with the environment.	People may need to modify their environment when considering nature and the allocation of available resources.
	Content: Energy resources	Environmental changes result in housing changes.

Learning Experiences	Resources
Listen to speaker identify energy resources available in local area and to speculate on the future availability of various energy sources.	Local power Company Speaker Pamphlets
Discuss the effect of using specific sources of energy on the environment.	
List an environmental change and describe how it has or will affect energy availability for houses (temperature changes, foods, decrease in a specific resource, earthquake).	
Explore resources on how energy will affect future home and building design. Discuss these.	Energy & Man's Environment. Activity Guide and an Interdisciplinary Teacher's Guide to Energy & Environmental Activities, John Jones, Editor.
Work in groups, design model energy efficient homes or visit an energy efficient home.	Mother Earth News, Popular Science Direct Use of Suns Energy. Ballantine Books.
Identify how energy sources have and are influencing housing.	Film: "Solar Heating of Schools". Available from Senator Mike McCormick, Federal Building, Richland, WA 99352.
Extended Learnings:	Better Homes and Gardens, "Home Plan Ideas," Summer, 1980. Special Interest: Energy Conservation.
Explore the cost, availability and features of wood burning stoves, solar heat, earth homes, etc.	
Have power company do a home energy audit.	

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Identify environmental influences (i.e., geographical, climate), which affect housing choices. Content: Environmental influences	Geography and the climate have an affect on housing choices. Consideration of environmental factors may lead to less costly and more satisfactory housing decisions.

Learning Experiences	Resources
List geographical, climate and other environmental factors that are considered in planning housing. a. Discuss how each factor may effect the final plan. b. Tell how people have dealt with solving the problem, or using the factor to their advantage.	Form with example (see following page).
Identify from pictures or slides of local housing the factors people have considered about the geography and climate in building the home.	Slides of local buildings and homes.
Visit a house under construction, list from an architect or builder's discussion, those geographic or climate factors that influence the house plan.	Builder or Architect.
Question community people who have resided in other climates about the type of housing they encountered there. Share with class.	
Extended Learnings: Evaluate your own home, listing geographical, climate and other factors that influenced choices made in that home.	

FACTOR	EFFECT OF THE FACTOR	SOLUTION
Geographical		
Rivers	May flood.	Build high foundation.
	Want to see the view.	Large window, porch or balcony
Climate		
Other		

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Identify environmental influences, (i.e., geographical, climate), which affect housing choices. Content: Environmental influences.	Geography and the climate have an effect on housing choices.

Learning Experiences	Resources
After reading several resources, recall ways that people throughout time have made shelters using resources available (i.e., adobe homes, igloos).	Craig, Hazel Thompson, Homes with Character, Lexington, Mass: D.C. Health, 1980, pp. 1-18.
Identify reasons people chose the above types of housing.	Lewis, Evelyn L., Housing Decisions, South Holland, ILL, Goodheart-Wilcox Co., Inc., 1978. pp. 12-18.
Select and study a specific group of people who have chosen a type of housing because of geography, climate and environment. Example: a. Compose a list of Indian nations on the west coast of the United States. b. In groups, research climate, geography, and environment for a given nation. c. Identify the types of housing and building materials used in the given area. d. Describe to the rest of the class how the climate and geography influence each nation's choice of housing and building materials.	Shelter II, Shelter Publications, Bolinas, CA, 1978. Bragstad, Jeremiah O., Converted Into Houses, New York: Penguin Books, 1976.
Extended Learnings: Interview older people from a specific culture about housing of the past. Investigate why that particular type was chosen, and how the geography, climate and environment influenced the choice.	

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:

C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings.

Content:

Home size, shape and exposure
Sun orientation/wind orientation
Landscaping to conserve energy

Generalization(s):

Housing can be designed to conserve energy.

Orientation of housing to environment affects climate control.

Learning Experiences	Resources
Evaluate the illustrated homes as to the shape of the span, the height of ceilings, and the exposure to the weather as they are affected by the quantity of energy required to cool and heat the house.	Energy Conservation in the Home, U.S. Dept. of Energy, Oct., 1977. Activity K "Home Size, Shape and Exposure", p. 205.
Determine how sun and wind orientation to a home affect the impact of climate and the energy needed for comfort.	Activity A "Sun Orientation/Wind Orientation", p. 185.
Listen to speaker on how different kinds of vegetation and their placement affect a home's heating and cooling needs.	Activity B, "Effects of Plants", p. 187. Guest speaker - architect or nurseryman or landscape architect.

Extended Learnings:

Compare homes in their neighborhoods for size, shape and exposure as it relates to quantity of energy required to cool and heat.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Advanced

Course/Unit Goal:

C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings.

Content:

Conserving household energy.

Generalization(s)

Energy conservation methods can be used/adapted for existing housing.

People can modify the environment.

Learning Experiences

After reading resources, identify activities in the home that require energy.

A. List the electrical appliances in your home in the order of their importance.
B. Rank order these appliances with #1 being the greatest energy user.
C. Decide which of these appliances you can do without.
D. Compare your estimate of energy use with the information from Energy Conservation in the Home.
E. Make a plan to reduce energy use in each of those areas.

Discuss how to check storm windows, weather seals, and insulation and make needed improvements.

Investigate alternative heating and cooling systems.

Extended Learnings:

Check storm windows, weather seals and insulation and make needed improvements.

Resources

Booklet: Tips for Energy Savers, Energy Conservation Now, Pueblo, Colorado 81009.

Booklet: The Energy Challenge, What Can We Do? Puget Power.

Book: Housing Decisions, Evelyn L. Lewis, 1978. Appendix B "Energy Saving Tips", pp. 323-327. Goodheart-Wilcox Co., Inc.

Energy Conservation in the Home, U.S. Dept. of Energy, Oct., 1977, Appendix C, p. 255, "Annual Energy Requirements of Electric Household Appliances Under Normal Use."

Leaflet: "What's Your E.Q.?", U.S. Dept. of Energy, Bonneville Power Administration (503) 234-3361, Ext 51200.

"Energy Savings Through Insulation", Living in a Glass House, #3, Bonneville Power Administration, Portland, Oregon.

U.S. Dept. of Energy, Region X, 1923 Federal Building, 915 Second Avenue, Seattle, WA 98174.

State of Washington, Energy Information and Conservation Center, 400 E. Union, Olympia, WA 98504.

Course/Unit Goal:

C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings.

Content:

Recyclable items

Generalization(s):

Recycling conserves resources.

Learning Experiences	Resources
In small groups make a list of recyclable items that they use in their own homes. Compile a list for all to share. List places in your community where recycled items may be acquired or where one may take items. Publish list for the class.	Telephone book - yellow pages Newspaper Classified Ads
Visit a second hand store, power shop, flea market, auction, garage sale, Goodwill, Salvation Army and discuss as a group the social and economic implications of these recycling activities.	

Extended Learnings:

Make an item from a recyclable product for yourself or as a gift that could be used in furnishing a home.

Take items to a recycling center.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:	Generalization(s):
C. Identify energy conservation criteria for a residence and furnishings to use in making decisions regarding housing and its furnishings. Content: Energy decisions.	There is factual basis for energy decisions.

Learning Experiences	Resources
From the three articles in the May, 1978 *Journal of Home Economics*, formulate your personal energy decisions.	Article, "The Transition to a Post-Petroleum World.", p. 22, *Journal of Home Economics*, May, 1978. "100 Ways to Save Energy," p. 33
Bring articles about factual energy decisions to share.	"Strategies for Energy Conservation," p. 40.
Should each home deliberately diversify sources of energy, i.e., use gas, electricity, wood in fireplace, oil, etc.? Will this save on costs of fuels? Research and write a paper supporting your opinions.	Library, current literature.
Extended Learnings:	
Secure a list of the 15 strategic materials named by the U.S. Dept. of Defense. Determine how large the known reserves of these materials are in the world, the U.S., and Washington State.	U.S. Dept. of Defense, Washington, D.C.

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:

D. Identify the role of government and community planning groups in creating optimal living environments.

Content:

Housing for the elderly and handicapped.

Generalization(s):

It is necessary to adjust the environment for the elderly and the handicapped.

Learning Experiences

Through reading and discussion, identify handicaps that may require special housing needs.

Interview someone from the State or local office of the handicapped for specific needs.

Identify the important features of housing designed or adapted for the handicapped.

Identify what has been done locally to reduce barriers for the handicapped and elderly.

Extended Learnings:

Simulating a handicapped person, identify barriers encountered in your own home, community or school.

Resources

Homes with Character, Craig, Heath & Co., 1980, pp. 136, 137 and 154.

Housing Decisions, Lewis, Goodheart-Wilcox Co., Inc., 1978, pp. 52-55.

The Home, Its Furnishings and Equipment, Martin, McGraw-Hill, 1979, pp. 16, 17.

Washington Association for Retarded Citizens.

Commission for the Blind

Handicapped Recreation Council

Vocational Rehabilitation

Department of Social and Health Services

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Advanced

Course/Unit Goal:	Generalization(s):
E. Analyze ways the environment is likely to affect housing in the future. Content: Technological advances.	Technical advances may provide architects and builders with new resources to solve environmental problems affecting housing. Future housing may be influenced by environmental pollution.

Learning Experiences	Resources
Identify the environmental problems affecting housing through use of speakers and films on pollution, shortages and population. Identify the new technological advances through the use of speakers and research on plastics, moveable walls, portable walls, using recycled materials.	Speakers on energy and man's environment Water Power Representative Manufacturer Businessmen Builders Librarian Housing Decisions, Pollution chart in "Housing for Tomorrow", Chapter 12, p. 291. Films: (May be available in ESD) "Cities of the Future" "Energy 2000" "Energy: New Sources" "Good Life, The" "Energy Challenge" "Energy: Less is more" "Garbage" "Garbage Explosion" "Inter-relationships" "Man Belongs to the Earth" "Man's Effect on the Environment" "Pollution: Land, Water, Air, Noise" "Energy: Choices, Options, Decisions"

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT

Level: Advanced

Course/Unit Goal:

E. Analyze ways the environment is likely to affect housing in the future.

Content:

Homes in alien environments.

Generalization(s):

The construction of housing in alien environments will require new solutions to man's housing needs.

Learning Experiences

Investigate the concept of planned communites.

Divide into groups - each group will be assigned an alien environment and design a planned community for that environment. (On water, under water, in space, underground, on ground).
Included in the design should be answers to:

1. Number of people it will accommodate.
2. Provisions for jobs, schools, leisure, cultural activities, transportation.
3. Provisions for food, water, air, waste disposal.

Extended Learnings:

Take pictures of a home which overcomes environmental difficulties.

Resources

Housing Decisions, Evelyn Lewis, Goodheart-Wilcox Co., Inc., 1978, Chpt. 12.

Film by Chevron, "Cities of the Future", ESD

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT Level: Advanced

Course/Unit Goal:	Generalization(s):
E. Analyze ways the environment is likely to affect housing in the future. Content: Coping with change.	When individuals understand that the trends in housing affect type, quality and quantity of dwellings available, they may be better able to cope with change.

Learning Experiences	Resources
Brainstorm problems for living in an environment short on resources. Compile a list of the questions. Invite a speaker to address housing trends of the future.	Guest speakers: Architect Energy Company Representative Contractor Builder Designer

Program Goal: MAKE DECISIONS BASED ON THE RELATIONSHIP BETWEEN HOUSING AND THE ENVIRONMENT   Level: Advanced

Course/Unit Goal:

E. Analyze ways the environment is likely to affect housing in the future.

Content:

Environmental influence on housing.
Population density.

Generalization(s):

The size and location of the future population will have a significant effect upon housing.

Learning Experiences

Crowding

Experience crowding. Pretend that your classroom represents the whole world right now and spread everyone out in it.

Now imagine that it is 2005 and the population has doubled. Have everyone move into one half of the classroom. Now the population density in that half is twice as great as before.

Pretend it is now 2040 and have everyone move into one-fourth of the classroom. Is it starting to get crowded?

Continue by pretending it is now...
2075 - and use 1/8 of the classroom
2110 - and use 1/16 of the classroom
How many doublings before you have to quit? What density do you prefer?

Evaluate feelings about the experience.

What implications does this have for housing?

List problems that may occur as cities grow in size.

Describe possible alternatives and solutions for these problems.

Extended Learnings:

Clip news articles from current literature on the effects of crowding in heavily populated areas. Share with the class.

Resources

Teaching Population Concepts, King and Landahl, Office of Environmental Ed., Washington State, Old Capitol Building, Olympia, WA 98504, revised 1973, p. 43.

Cities of the Future, may be in ESD, Filmstrip unit, transparency masters, worksheets.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Unit or Course Goals and Supporting Generalizations:

A. Identify the impact of housing conditions on physical, social and psychological well-being of individuals.

Housing provides the setting for the social and emotional development of individuals and their interactions.

One's personal space has physical, psychological and social value.

Current living conditions influence the well-being of individuals.

A greater satisfaction will occur when all family members are involved in housing decisions.

B. Analyze ways to meet individual needs when sharing housing with family.

The amount, organization and use of space needs to be considered when sharing housing.

A living space should be organized to allow for privacy.

Furnishings are a means to adapt housing structures to private use.

C. Identify factors which influence housing decisions.

Housing decisions are influenced by income, values, time, skills, resources and goals.

The goals for acquiring and improving housing are affected by changing needs in individuals of the family.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS Level: Beginning

Course/Unit Goal:

A. Identify the impact of housing conditions on physical, social and psychological well-being of individuals.

Content:

Basic needs:

physical
social
psychological

Generalization(s):

Housing provides the setting for the social and emotional development of individuals and their interactions.

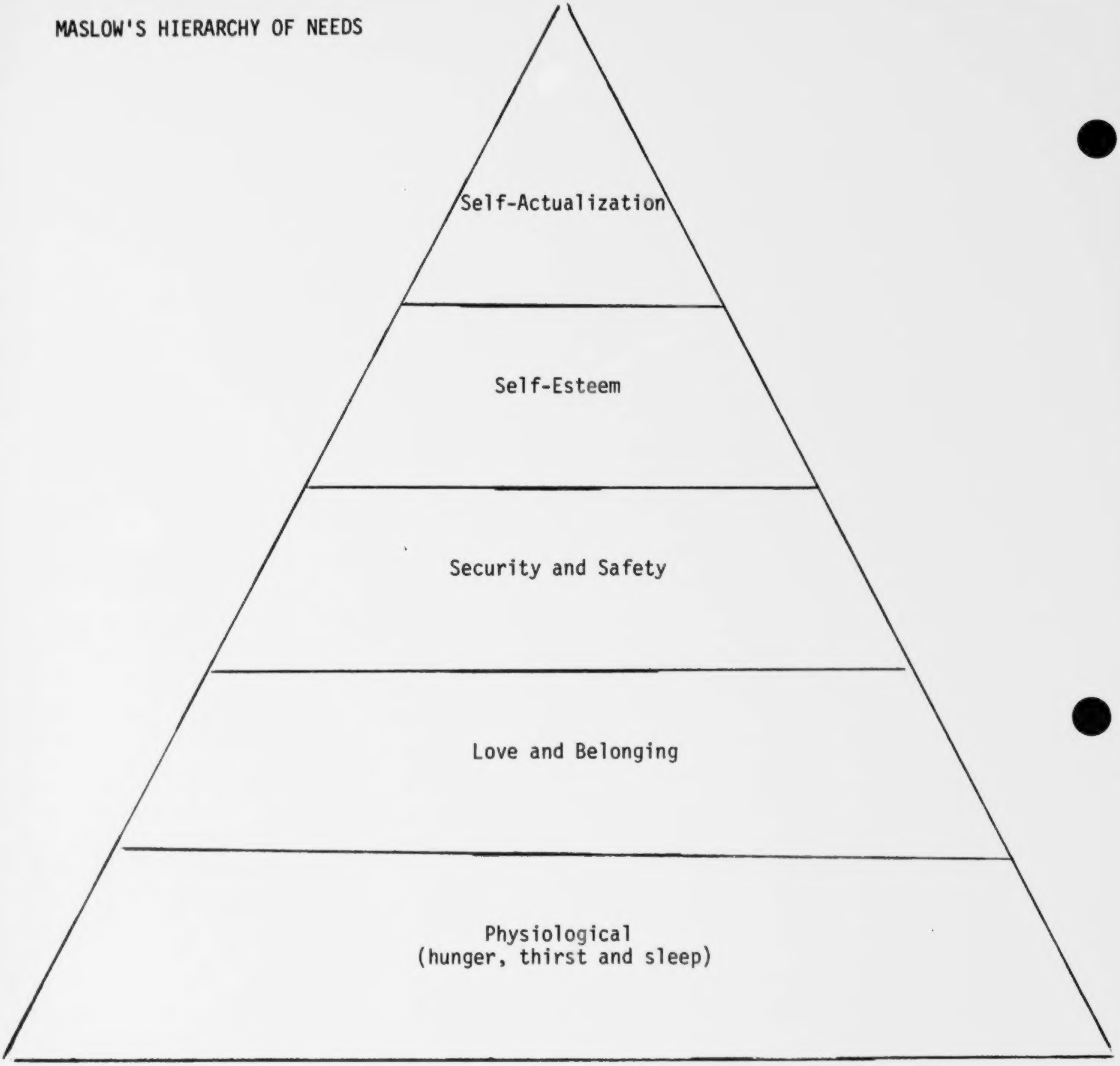
One's personal space has physical, psychological and social value.

Learning Experiences	Resources
Discuss Maslow's Hierarchy of needs using the overhead projector. (See following page).	Overhead projector, transparency.
Explore how these needs are fulfilled in the home (using the slides from the J.C. Penney kit).	"Home: An Environment for Human Growth," J.C. Penney, Co.
Collect pictures depicting the basic needs. Identify the need illustrated and tell how housing helps to meet human needs.	"The House and its Social-Psychological Aspects," Illinois Teacher, Sept-Oct., 1976, pp. 32-35.
Write a short paper relating how your home meets at least three of these basic needs.	

Extended Learnings:

Ask family members to relate how basic needs are met at home.

MASLOW'S HIERARCHY OF NEEDS


Self-Actualization
Self-Esteem
Security and Safety
Love and Belonging
Physiological
(hunger, thirst and sleep)

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS Level: Beginning

Course/Unit Goal:

A. Identify the impact of housing conditions on physical, social and psychological well-being of individuals.

Content:

Living conditions influence well-being.

Generalization(s):

Current living conditions influence the well-being of individuals.

Learning Experiences	Resources
Listen to presentation of possible living conditions that influence individual well-being: ethnic background income level values and goals life cycles individual's employment	Speaker - nurse, social worker, counselor
In small groups brainstorm how these conditions could affect the well-being of individuals.	
Report ideas to class and discuss.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS Level: Beginning

Course/Unit Goal:

A. Identify the impact of housing conditions on physical, social and psychological well-being of individuals.

Content:

Housing decisions.

Generalization(s):

A greater satisfaction will occur when all family members are involved in making housing decisions.

Learning Experiences	Resources
Review decision-making steps. Identify problem List alternatives Identify resources List possible outcomes of alternatives Make decisions Evaluate	"Impact Process", Future Homemakers of America. "Decisions, Decisions", J. C. Penney, Co.
Role play a housing decision in small groups in which each student plays a role of a family member (i.e., problem of sharing a room; a girl/boy friend has been kicked out and wants to move in or moving to a new residence).	
Extended Learnings: Be involved in a housing decision at home.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Beginning

Course/Unit Goal:

B. Analyze ways to meet individual needs when sharing housing with family.

Content:

Arranging space.

Generalization(s):

The amount, organization and use of space needs to be considered when sharing housing.

Learning Experiences

Using the following areas of housing: work-play area, social area, and quiet area, brainstorm activities which could take place in each area.

Identify possible conflicts that may occur in areas among family members.

Role play the following situations and analyze how situations could be resolved in the home:

1. Some want to watch TV, others play loud games.
2. Some want to watch ball game, others want to study.
3. Parents entertaining in living area and children want to watch TV.
4. Two members of family sharing bedroom; one wants to study, other wants to listen to stereo.

Identify situation in your own home related to multiple use or sharing of space.

Propose a solution to:

- two people sharing a room, one neat and one sloppy.
- two persons sharing a room, one has a car collecting and making hobby, the other collects records.

Extended Learnings:

Watch a family TV show to identify family activities in relation to space required.

Resources

"Interior Design", Program I of Butterick series.

Homes - Today and Tomorrow, Ruth Sherwood - Bennett.

Housing Society and Consumers, Suzanne Lindamood and Sherman D. Hanna, West Publishing Co., 1979, pp. 110-119.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Analyze ways to meet individual needs when sharing housing with family.	A living space should be organized to allow for privacy.
Content: Privacy Arranging Space	Furnishings are a means to adapt housing structures to private use.

Learning Experiences	Resources
Read and discuss why individuals need space for privacy.	Creative Living - Butterick Publishing, pp. 192-198, 1979.
Identify advantages and disadvantages, problems and compromises in regard to privacy and sharing space.	Housing Decisions - Evelyn Lewis, Goodheart Wilcox Co., Inc.
Given a picture of a room, tell what the room expresses about the person's need for privacy. How much privacy would an occupant of this room have? If you had to live in this room, a) alone, b) with a brother or sister, how would you feel?	Homes Are For People, John Wiley & Sons, 1973, pp. 12-33. "The House and Its Social-Psychological Aspects", Illinois Teacher, Sept-Oct, 1976, pp. 32-35.
Identify ways to create privacy and make a bulletin board on the importance of privacy.	
Given case situations, students in groups of 3 will create private space for individuals sharing space. Design a floor plan to provide for privacy.	Case situations: 1. An 8-year old boy and his 12-year old brother who must share a bedroom. 2. A wife who likes to sew and a husband who does bookkeeping at home in his spare time sharing a rec. room. 3. Teenage sisters share a bedroom, one is in high school and the other in community college. 4. College roommates who must share one dormitory room.
Extended Learnings:	
Solve a privacy problem at home.	
Survey two young people who share a room and two young people who have an individualized room for ways they achieve privacy.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Beginning

Course/Unit Goal:

C. Identify factors which influence housing decisions.

Content:

Influence on housing decisions.
Family needs.

Generalization(s):

Housing decisions are influenced by income, values, time, skills, resources and goals.

The goals for acquiring and improving housing are affected by changing needs of individuals in the family.

Learning Experiences	Resources
View filmstrip. List the factors that influence housing decisions.	Filmstrip, "Where People Live," Parts I and II.
Interview friends and neighbors to see what influenced their housing decisions.	
Discuss how individual housing needs change due to adding a family member; teenagers needing privacy; grandparents coming to live; or children leaving home.	The House, Agan and Luchsinger, 11-28.

Extended Learnings:

Assess own personal talents and determine how these will influence housing decisions.

Leadership Strategy:

Interview friends and neighbors to identify how they believe their values and needs have influenced their housing choices.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Level: Beginning

Course/Unit Goal:

C. Identify factors which influence housing decisions.

Content:

Goals
Stage of Life Cycle
Individual and Family Housing Needs

Generalization(s):

The goals for acquiring and improving housing are affected by changing needs of individuals in the family.

Learning Experiences	Resources
Discuss what a goal is as it relates to housing. Brainstorm possible goals related to acquiring housing or improving housing.	
Have small groups assume a different stage in the family life cycle. Using the housing goals, have each group evaluate whether these goals apply to individuals within their particular stage of the life cycle. Present group findings to class.	Family Life Cycle: 1. Single person 2. Young married couple, without children. 3. Married couple, with young children. 4. Married couple, with adolescents. 5. Married couple, with children grown up and moved out. 6. Elderly married couple.
Extended Learnings: Make a collage of housing needs of all stages of the life cycle as discussed in class. Include a written summary of how housing needs change with each stage of the life cycle.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS.

Unit or Course Goals and Supporting Generalizations:

A. Analyze ways to meet individual, family or roommate needs when sharing living environment.

A living space should be organized to allow for varying degrees of privacy.

The physical conditions, age and personality of individuals affect the housing needs.

Housing requirements are influenced by interests and activities of individuals.

B. Analyze societal factors that affect housing.

Housing and its surroundings provide status for individuals and families.

Individual and family housing choices change with varying conditions of society.

Cultural and regional needs influence housing and housing availability.

C. Select, adapt and arrange furnishings in the home based on individual family needs and values throughout the life cycle.

Requirements for furnishings change with varying family conditions.

People consciously or unconsciously express values through the selection and arrangement of furnishings.

Social and psychological needs affect the selection, adaption and arrangement of furnishings.

D. Evaluate alternative housing choices.

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

E. Analyze the correlation between the effects of housing on people and the quality of life.

Housing enables people to satisfy needs such as: privacy; security; equality; family centerism; creativity; and self-concept status.

Housing can promote intellectual development of family members.

Housing affects the quality of living for individuals and families.

Housing provides a medium for self-expression.

MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS (Cont'd)

F. Recognize ways to meet family housing goals.

The extent to which an individual or family can satisfy housing wants and needs depends upon available income and ability to manage resources.

Housing is a resource used in attaining individual and family goals.

Heritage and cultural backgrounds tend to influence housing goals.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

A. Analyze ways to meet individual, family or roommate needs when sharing living environment.

Content:

Space for individual and family activities.

hobbies
activities
jobs
personal habits

Generalization(s):

A living space should be organized to allow for varying degrees of privacy.

The physical conditions, age and personality of individuals affect the housing needs.

Housing requirements are influenced by interests and activities of individuals.

Learning Experiences	Resources
Use a "talk-back" sheet while listening to a panel discuss sharing problems in the home.	Sample of "talk-back" sheet: Questions for Mrs. A __________ Miss B __________ Ms. C __________ Panel to include mothers of large and small families, a bride, a college student, a high school or grade school student.
View filmstrip. List responsibilities of each family member for home care.	Filmstrip: "Different People, Different Homes","Housing and Home Furnishings" Your Personal Environment, Butterick Publishing Co.
Role play ways to cooperate in sharing the living environment.	
Discuss how space requirements vary according to individual activities and needs.	
List activities carried on in a particular room and analyze a floor plan for sharing the room.	

Extended Learnings:

Create a checklist of "What I would want in a roommate." Interview students in a hypothetical situation, to evaluate the checklist.

Leadership Strategy:

Arranging panel.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze societal factors that affect housing.	Housing and its surroundings provide status for individuals and families.
Content: Population Mobility Income Job Culture	Individual and family housing choices change with varying conditions of society. Cultural and regional needs influence housing and housing availability.

Learning Experiences	Resources
Collect pictures of housing from different countries identifying climate and resources where they would fit.	Penneys - Ethnic Heritage: A Living Mosaic, #84339, if available.
Analyze cultural factors that affect housing when given house pictures from different countries (include own country). May use pictures from the above activity.	
Listen to panel members representing different cultures. Identify cultural needs and differences in housing.	Panel representing different cultures.
Discuss and list societal factors that affect housing satisfaction.	
Identify the ways a neighborhood influences a family's satisfaction with its housing.	Panel might inclue parents, realtor, business people, park board and planning commission representatives.
Invite a panel to discuss the community characteristics which would influence the satisfaction received by residents, location of school, church, parks.	
Report on job changes and mobility patterns in the U.S. and relate the effects on families.	
Analyze case situations which show ways a neighborhood may influence a family's way of living.	

Extended Learnings:

Examine articles on how societal factors influence individual housing choices.

Leadership Strategy:

Arranging panel.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

C. Select, adapt and arrange furnishings in the home based on individual family needs and values throughout the life cycle.

Content:

Stages of life cycle.
Furnishing values.

Generalization(s):

Requirements for furnishings change with varying family conditions.

People consciously or unconsciously express values through the selection and arrangement of furnishings.

Social and psychological needs affect the selection, adaption and arrangement of furnishings.

Learning Experiences	Resources
Review the family life cycle and prepare a bulletin board depicting various stages of the life cycle.	Bulletin Board Pictures from magazines Snapshots
Identify and discuss the furnishing needs and wants of each stage.	
Interpret the family life cycle bulletin board in relation to the furnishing needs and wants of each stage.	
Collect pictures of furniture arrangement and analyze the furniture arrangement to differentiate family values and needs and various stages of the family life cycle.	Various magazines.
Locate pictures of rooms and predict the social psychological effect on the family, including both pleasant and unpleasant rooms.	

Extended Learnings:

Find pictures of furnishings that could be successfully used by one family through several stages of the family life cycle or by a child from birth through 10 years or 12 years or college.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Advanced

Course/Unit Goal:

D. Evaluate alternative housing choices.

Content:

Types of living environments.

Generalization(s):

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

Learning Experiences

Read and discuss the acquisition of housing:
Acquisition of housing
A. Housing options
    1. single family dwelling
        a. stick built
        b. sectional
        c. modular
        d. pre-fabricated
    2. apartment
    3. mobile home
    4. town house
    5. alternative options
B. Renting v. Buying
    1. fee simple
    2. cooperative
    3. condominium
    4. leasehold
Identify which are available in immediate area.

Listen to realtors discuss alternatives.

Develop list of pros and cons of each type of housing available.

Visit some of the options available.

Resources

Goodheart-Wilcox Co., Inc., Housing Decisions, Lewis, Evelyn, 1978.

Newspaper ads
Telephone book
Realtor listing
Chamber of Commerce
Guest Speaker - Realty firm

Leadership Strategy:

Speaker arrangement.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS　　Level: Advanced

Course/Unit Goal:

D. Evaluate alternative housing choices.

Content:

Location

Generalization(s):

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

Learning Experiences	Resources
List the important factors relating to location of housing. Check resources and add to the list.	Craig, Hazel Thompson, Homes With Character, 1980, p. 97 for ideas.
Using the completed list, rank the factors which are most important to you.	Lewis, Evelyn L., Housing Decisions, 1978, pp. 82-83.

Write a short paragraph explaining why each of the following is important in choice of housing:

- utilities
- transportation
- police and fire protection
- shopping convenience
- zoning
- recreation
- traffic safety
- school
- church
- professional services (doctor, dentist, hospitals, mental health)
- maintenance services (electrician, plumber, roofers, etc.)
- neighborhood composition
- age
- income
- occupation
- ethnic group
- religion
- number of children

Extended Learnings:

Interview people in your neighborhood finding out why they chose their housing location. Compile a list and determine which factors for choice seemed to be most important.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Advanced

Course/Unit Goal:

D. Evaluate alternative housing choices.

Content:

Resources

Generalization(s):

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

Learning Experiences

Check text to identify resources available to families. Make a list of human and non-human resources.

Human	Non-Human
ability-skill	property
knowledge-information	money
energy	foods
health	library
attitude	parks
time	education
experience	facilities
	hospital
	fire
	police
	schools
	shopping
	others

Inventory the resources family members can contribute (husband/father, wife/mother, teenagers, children, others).

Extended Learnings:

Discuss with family member resources they have available.

Resources

Housing Decisions, Lewis, Evelyn, Goodheart Wilcox Co., Inc., pp. 64-66.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

D. Evaluate alternative housing choices.

Content:

Disadvantages and advantages of renting and buying.

Generalization(s):

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

Learning Experiences

Brainstorm advantages and disadvantages of renting and buying. Keep in mind terms, needs, wants and resources.

Read and discuss legal conditions of contracts - renting and buying. Create a personal list of requirements for renting and buying.

Listen to speaker discuss advantages and disadvantages to consider in renting and buying.

Discuss advantages and disadvantages of buying or renting each of the following:

A. used house
B. new house - ready built
C. new house - custom built
D. condominium and cooperatives

Extended Learnings:

Price apartments in area.

Resources

Washington Bar Association pamphlets on rental contracts.

Housing Decisions, Lewis, Evelyn, Goodheart Wilcox Co., Inc. 1978.

Guest speaker - landlord, renters, realtors.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Advanced

Course/Unit Goal:

D. Evaluate alternative housing choices.

Content:

Personal characteristics (lifestyle, health, values, employment).

Generalization(s):

Factors to consider when choosing a living environment might include: stage of family life cycle; resources; location; personal characteristics; rent or buy; and type of living environments.

Learning Experiences	Resources
List possible personal characteristics such as: lifestyle health values and goals employment life cycle stage	Housing Decision, Lewis, Evelyn, Goodheart-Wilcox Co., Inc., pp. 35-56. The Home: It's Furnishings and Equipment, Morton, Ruth, Guether, Hilda and Guthrie, Virginia, pp. 73-80.
Assign a written short case study explaining how the personal characteristics will influence decisions about location, renting and buying, and types of living environment.	Housing Learning Activity Package, 1975, United Graphics, Inc.
Read case study and complete activities. 1. Identify major housing decisions this couple will face during stages of life cycle. 2. What resources will be available to them? What are the alternatives they might consider? What are the possible outcomes of each alternative? What other related decisions will they have to make? 3. Which alternative would you choose as a solution? Give reasons for your choice.	Housing Decisions, Lewis, Evelyn, Goodheart-Wilcox Co., Inc., 1978, p. 73. Case Study: Andy and Jane are students in a community college. They plan to be married in June. Both are working at part-time jobs and will continue in school after their wedding. They will both graduate after another year. Andy plans to work in an auto repair and welding shop. Jane wants to continue her part-time job in the college library. In four or five years, they plan to start a family. They want two children. Jane likes music and wants a piano. Andy likes to fish and garden.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

E. Analyze the correlation between the effects of housing on people and the quality of life.

Content:

Self-expression.

Generalization(s):

Housing enables people to satisfy needs such as: privacy; security; equality; family centerism; creativity; and self-concept status.

Learning Experiences	Resources
Develop a list of family leisure time activities done in the home.	
Share lists with the group.	
Record the lists under the appropriate headings as they meet the following needs: family togetherness creativity intellectual development privacy entertainment/recreation	
Describe to a classmate(s), in small groups, ideas you gained about the importance of housing in helping to satisfy peoples' needs.	
Extended Learnings:	
Reorganize space in home to fulfill a need that isn't being met.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

E. Analyze the correlation between the effects of housing on people and the quality of life.

Content:

Basic needs.

Generalization(s):

Housing enables people to satisfy needs such as: privacy; security; equality; family centerism; creativity; and self-concept status.

Housing affects the quality of living for individuals and families.

Housing provides a medium for self-expression.

Learning Experiences

Define quality of life as it applies to you.

Review Maslow's Hierarchy (See page 46).

Define lifestyles.

Find advertisements that indicate different standards of living.

Find pictures showing quality of life at the turn of the century and pictures illustrating quality of life now. Discuss the changes that have taken place.

Resources

Personal Space, pp. 21-24.

Housing Decisions, Lewis, Evelyn, Goodheart-Wilcox Co., Inc.

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS   Level: Advanced

Course/Unit Goal:	Generalization(s):
F. Recognize ways to meet family housing goals. Content: Heritage	Heritage and cultural backgrounds tend to influence housing goals. Housing is a resource used in attainin individual and family goals.

Learning Experiences	Resources
Discuss examples of cultural factors that influence housing needs, values and choices (e.g., region, ethnic background).	Homes With Character, Hazel Craig, Chapter 2, Chapter 4, pp. 73-75. Lexington Mass: D.C. Health and Co., 4th ed., 1980. Homes Today and Tomorrow, Ruth Sherwood, 1976.
Investigate family's genealogy by talking with parents, grandparents and other relatives. Identify major ethnic background and list traditional events, customs, costumes and other items that represent it.	
Invite students, faculty or community citizens who have traveled or lived in foreign countries to present information and visuals illustrating the cultural factors in foreign countries; and/or find out about local cultural-ethnic groups.	Someone who has lived or traveled in a foreign country or another region of the United States might be used as a resource.
View "Food, Clothing and Shelter in Three Environments." Discuss the three living environments depicted and reasons for the differences. Summarize what you have learned about cultural factors which influence housing choices.	Film: "Food, Clothing and Shelter in Three Environments," Bailey Film Assoc., Educational Media, C, 16 min. Home Economics for Oregon Schools, Living Environments, 1978, p. 29. Ethnic Heritage, A Living Mosaic, J.C. Penney Kit.
Extended Learnings: Prepare a mural showing the types of housing characteristics of different groups of people in the United States. Research a particular heritage or personal cultural background and determine how it affects housing goals.	

Program Goal: MAKE HOUSING DECISIONS BASED ON INDIVIDUAL, FAMILY AND SOCIETAL NEEDS

Level: Advanced

Course/Unit Goal:

F. Recognize ways to meet family housing goals.

Content:

Defining needs, wants and goals.

Generalization(s):

The extent to which an individual or family can satisfy housing wants and needs depends upon available income and ability to manage resources.

Learning Experiences	Resources
Read a source on needs and wants related to housing.	Craig, Hazel Thompson, Homes With Character, 4th ed., pp. 68-72.
In groups, read case studies about families and their living situations. Make a list of the housing needs and wants of the family in the case study. Using this list, find pictures from magazines or sketch designs of housing situations that would be appropriate for the given family. Discuss possible resources that might be available to their given family in order to meet housing needs and wants. Present projects to the rest of the class. The sketches and pictures can be made into a bulletin board.	Garrett, Pauline G., Consumer Housing, 1972, pp. 12-15. Lewis, Housing Decisions, 1978, Chapter 1.
Develop a list of individual and family goals as they relate to housing. Example: Freedom or flexibility v. permanence; investment; lifestyle, responsibility.	Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., Chapter 1, 1978. Homes With Character, Hazel L. Craig, 4th ed., Chapter 4.
In groups determine the type(s) of housing that would be appropriate for given goals.	

Extended Learnings:

Using personal life goals for the future, consider housing types that would be appropriate for needs and wants.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING

A. Identify resources and services related to housing at the community, state and national level.

Merchants and manufacturers have resources and services available to assist the housing consumer.

When consumer concerns arise, there are various avenues for seeking satisfaction through local, state and national agencies.

Agencies have special programs to meet housing needs of the family.

B. Recognize housing expenditures and relate these to the principles of money management.

There are costs associated with housing selection, acquisition and maintenance.

Sharing household maintenance and repairs with friends and neighbors can save costs and provide satisfaction.

Credit for housing is available from a variety of sources.

The purchase of household goods and services should involve consumer research and financial decisions.

Unique financial and emotional priorities reflect the selections made by the consumer during each stage of the life cycle.

When conservation principles of energy are utilized, the total cost of housing may be reduced.

C. Identify the processes of acquiring housing and setting up a household.

Housing selection involves the clarification of personal needs and wants.

When evaluating prospective housing, there are a number of factors to consider.

Setting up a household involves skill and knowledge of money and time management.

A wide variety of household products and services are available to make housekeeping easier.

Advertising influences the consumer's housing decisions.

The recycling of home furnishings and equipment reduces housing costs.

DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING (Cont'd)

D. Examine the rights and responsibilities of landlords, tenants, sellers and buyers.

A specialized vocabulary is utilized for housing transactions.

Housing consumers are targets for fraudulent practices.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING

Level: Beginning

Course/Unit Goal:

A. Identify resources and services related to housing at the community, state and national level.

Content:

Consumer resources.
How to complain.

Generalization(s):

Merchants and manufacturers have resources and services available to assist the housing consumer.

When consumer concerns arise, there are various avenues for seeking satisfaction through local, state and national agencies.

Learning Experiences	Resources
Brainstorm housing resources and services available in the community.	
Add to the list of resources by using community directories and reference materials.	Phone books, social service directories, county extension office.
Research and report on housing services provided by agencies such as Chamber of Commerce, Better Business Bureau.	Better Business Bureau, Chamber of Commerce, merchants, realtors, Attorney General's Office.
Speaker on consumer protection.	
Clip articles on consumer problems from magazines, newspapers and discuss.	Newspaper consumer action corner or other problem solving columns.
Role play housing problems and agencies to simulate the process of consumer complaints.	Consumer Tip Sheet, SPI *Sylvia Porter's Money Book*, Sylvia Porter
Invite a community panel to class to explain merchant and manufacturer's perspectives on consumer complaints.	"How To Complain", FDA Publication "David Horowitz's Consumer Byline", TV Program.
Formulate complaint letters to illustrate technique.	Local Newspaper - Action Corner

Extended Learnings:

Assist family by pursuing a consumer complaint in the housing area.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
A. Identify resources and services related to housing at the community, state and national level. Content: Helping agencies.	Agencies have special programs to meet housing needs of the family.

Learning Experiences	Resources
Discuss agencies which provide housing programs for the family (i.e., elderly, handicapped, low income, singles, etc.). Field trip to housing that meets various needs. Extended Learnings: Research one of the programs discussed in class and report back to class on findings.	Phone book Consumer Affairs Division, U.S. Department of Housing and Urban Development. Local Housing Authority Low cost housing department

7.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Recognize housing expenditures and relate these to the principles of money management. Content: Cost of house maintenance and repair. Comparison - Do it yourself/professional services.	There are costs associated with housing selection, acquisition and maintenance Sharing household maintenance and repairs with friends and neighbors can save costs and provide satisfaction.

Learning Experiences	Resources
List common home repair problems. Choose one home repair of interest. Explore alternatives to accomplish the tasks. (Professional v. do-it-yourself). Create a chart, listing and comparing cost, time incurred, skills available and overall satisfaction. View demonstrations of several repairs. Discuss how family members share household maintenance and repair. Extended Learnings: Do a home repair. Organize neighborhood to share household maintenance and repair.	*Reader's Digest Complete Do-it-Yourself Manual*, The Reader's Digest Association, Pleasantville, NY. *Home Repairs Made Easy* by Dick Demske (Consolidated Book Publishers) *Simple Home Repairs*, Sandra Shank, Extension Specialist, Housing-Home Furnishings. Cooperative Extension Service, Purdue University, West Lafayette, Indiana Industrial arts teacher, plumber, illustrations, appliance repairman.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:

B. Recognize housing expenditures and relate these to the principles of money management.

Content:

Sources of money for home loans and repair.

Generalization(s):

Credit for housing is available from a variety of sources.

Learning Experiences	Resources
List sources of credit for home remodeling and repair loans. Full service banks Savings and Loan Association Some credit unions Mortgage companies Parents Previous owner carries contract Finance companies Veteran's Administration	Telephone book Government agencies Real estate agent "How to Buy a Home", Better Homes and Gardens Magazine, Building Ideas, 1978, pp. 114-125
List advantages and disadvantages of each.	
Explore resources available for home repair and energy conservation.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Recognize housing expenditures and relate these to the principles of money management. Content: Financial decisions on goods and services.	The purchase of household goods and services should involve consumer research and financial decisions.

Learning Experiences	Resources
Review steps in decision making. Choose an item to purchase for the home. Evaluate item using decision making process and Consumer Reports and Changing Times.	Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., 123 W. Taft Drive, South Holland, IL 60473, pp. 66-69. Consumer Reports Changing Times Write for publication from Consumer Information Center, Pueblo, Colorado 81009

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Recognize housing expenditures and relate these to the principles of money management. Content: Financial and emotional priorities.	Unique financial and emotional priorities reflect the selections made by the consumer during each stage of the life cycle.

Learning Experiences	Resources
Discuss Family Life Cycle.	Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., 123 W. Taft Drive, South Holland, IL 60473, pp. 36-37.
Construct a questionnaire to compile information on selection of housing during stages of life cycle.	
Administer questionnaire to parents, neighbors or teachers.	
Compile results in class and discuss.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:

B. Recognize housing expenditures and relate these to the principles of money management.

Content:

Generalization(s):

When conservation principles of energy are utilized, the total cost of housing may be reduced.

Learning Experiences	Resources
Brainstorm the different energy users in the home.	Local Power Company (i.e., water, heat).
Prioritize the energy resources according to how much energy you think each uses in the home.	Energy Conservation in the Home, U.S. Department of Energy, pp. 231-233, 1977.
Discuss answers for energy consumption. (See following pages.)	

ACTIVITY V — APPLIANCE AUDIT

OBJECTIVE: TO DEMONSTRATE THE NUMBER OF APPLIANCES IN THE HOME, AND INDICATE THEIR APPROXIMATE ENERGY CONSUMPTION AND COST OF OPERATION.

Few people realize how many appliances they have, and certainly don't realize how much energy they consume. Below you will find an audit form you can use to record information on the appliances in your home. The audit provides a listing of the most common items as well as their annual energy consumption; it also provides a check for maintenance or condition of the item. Record all the items in your home, check their condition and then tally the annual consumption rates. Use the cost per kilowatt-hour in your area to determine the annual cost of the appliances in your home. Make recommendations for the maintenance of items from your checklist.

APPLIANCE AUDIT FORM

ITEM	EST. KWH CONSUMED ANNUALLY	QUANTITY	TOTAL EST. KWH CONSUMED ANNUALLY	GOOD CONDITION	DIRTY	BAD FILTER	BAD GASKET	THERMOSTAT PROBLEM	NEEDS DE-FROSTING	NEEDS REPAIR	OTHER
Example											
Hair Dryer	14	2	28					✓		✓	
Air Cleaner	216										
Air Conditioner (room)	860										
Bed Covering	147										
Blender	15										
Broiler	100										
Carving Knife	8										
Clothes Dryer	993										
Coffee Maker	106										
Deep Fryer	83										
Dehumidifier	377										
Dishwasher	363										
Egg Cooker	14										
Fan (Attic)	291										
Fan (circulating)	43										
Fan (rollaway)	138										
Fan (window)	170										
Freezer, 15cu.ft.	1195										

From: Energy Conservation in the Home,
U.S. Department of Energy. 1977

APPLIANCE AUDIT FORM (CONT.)

ITEM	EST. KWH CONSUMED ANNUALLY	QUANTITY	TOTAL EST. KWH CONSUMED ANNUALLY	GOOD CONDITION	DIRTY	BAD FILTER	BAD GASKET	THERMOSTAT PROBLEM	NEEDS DE-FROSTING	NEEDS REPAIR	OTHER
Freezer, 15 cu. ft. frostless	1,761										
Frying Pan	186										
Germicidal Lamp	141										
Hair Dryer	14										
Heater (portable)	176										
Heating Pad	10										
Heat Lamp	13										
Hot Plate	90										
Humidifier	163										
Iron (hand)	144										
Mixer	13										
Oven, Microwave	190										
Radio	86										
Radio/Record Player	109										
Range											
with oven	1,175										
with self-cleaning oven	1,205										
Refrigerator 12 cu. ft.	728										
Refrigerator 12 cu.ft. frostless	1,217										
Ref./Freezer 14 cu. ft.	1,136										
Ref./Freezer 14 cu.ft. frostless	1,829										
Roaster	205										
Sandwich grill	33										
Shaver	1.8										
Sun Lamp	16										
Television											
black & white tube type	350										
black & white solid state	120										
color tube type	660										
color solid state	440										

From: Energy Conservation in the Home,
U.S. Department of Energy. 1977

APPLIANCE AUDIT FORM (CONT.)

ITEM	EST. KWH CONSUMED ANNUALLY	QUANTITY	TOTAL EST. KWH CONSUMED ANNUALLY	GOOD CONDITION	DIRTY	BAD FILTER	BAD GASKET	THERMOSTAT PROBLEM	NEEDS DE-FROSTING	NEEDS REPAIR	OTHER
Toaster	39										
Tooth Brush	0.5										
Trash Compactor	50										
Vibrator	2										
Waffle Iron	22										
Washing Machine automatic	103										
Washing Machine non-automatic	76										
Waste Disposer	30										
Water Heater 2475 watt	4219										
Water Heater 4474 watt	4811										

TOTAL CONSUMPTION

______________ x $__________ = $.__________

total no. kwh consumed   cost per kwh

How could your family conserve on their appliance energy cost?

From: Energy Conservation in the Home,
U.S. Department of Energy. 1977

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Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify the processes of acquiring housing and setting up a household.	Housing selection involves the clarification of personal needs and wants.
Content:	When evaluating prospective housing, there are a number of factors to consider.

Learning Experiences	Resources
After looking at pictures of rooms and houses, list likes and dislikes of each one.	Slides or color lifts. Home Furnishings Magazine
View filmstrip, "Home and Lifestyles: The Choice is Yours."	"Home and Lifestyles: The Choice is Yours", Part 1; Guidance Associates, 757 Third Avenue, New York, NY 10017.
Identify those factors considered by the families in the filmstrip.	
Decide which housing factors may be most important to each of the following: Large family with young children; A single working woman/man; An elderly couple.	
List housing factors that are most important to you.	
Extended Learnings:	
Define the factors that are necessary in a house for you upon graduation, or in 15 years from now.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:

C. Identify the processes of acquiring housing and setting up a household.

Content:

Wants and needs.
Additional expenses.

Generalization(s):

Housing selection involves the clarification of personal needs and wants.

Setting up a household involves skill and knowledge of money and time management.

Learning Experiences	Resources
Define a need and a want.	
Take a forced choice values test, (i.e., private room, sharing a room, sharing a bed, having a bed, having a TV, stereo and/or radio, having disposal, dishwasher and/or trash compactor, living in city v. country, pool and/or tennis courts, view/no view).	Forced choice value test.
List what you need in a home and what you want in a home.	
Figure the additional cost of having these needs and wants. (What is necessary for survival?)	Expenses of: appliances utility hook-ups telephone television furniture newspaper
Ask a utility person or telephone representative to speak on how charges are figured.	Utility person and/or telephone representative Student workbook, "A Place of Your Own", McGraw-Hill, 1978, pp. 7-8.
Extended Learnings:	
Figure the cost to run a household for your family for one month.	
Interview business people to help understand additional housing expenses.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify the processes of acquiring housing and setting up a household.	A wide variety of household products and services are available to make housekeeping easier.
Content:	
Housekeeping products and services.	Advertising influences the consumer in housing decisions.

Learning Experiences	Resources
List the cleaning products you are aware of from advertising.	
Add to the list by touring the cleaning products section of a grocery store.	Local store.
Inventory according to use, price and efficiency of product.	
Compare commercial products with the standbys (i.e., soda, vinegar).	
Experiment with products made from the formula manual - compare cost and effectiveness.	The Formula Manual, Norman H. Stark, Star Research Corp., Sedarburg, WI 53012, 3rd ed., 1975.
Find out what the cost of a professional service would be. Decide under what circumstances a service would be a better choice than doing the cleaning yourself.	Local professional cleaning services.
Extended Learnings:	
Experiment at home with additional products.	
Devise and use an efficiency plan for cleaning one or more rooms of your home.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify the processes of acquiring housing and setting up a household. Content:	Advertising influences the consumer's housing decisions.

Learning Experiences	Resources
Brainstorm forms of advertising used in housing, (i.e., newspaper; radio-TV; billboard, realtor picture and files).	
Develop a questionnaire to use in your neighborhood regarding advertising and its effect on consumer purchases. May be also done among your peers (i.e., dishwashers - Penney's or Kitchen Aide, recliner - Arm push or handle release).	Survival: A Guide to Living on Your Own McGraw-Hill, 1979, pp. 68-69.
Using advertisements locate, catagorize and compare the different options of furniture and appliances.	Magazines, newspapers, flyers, TV, stores, catalogs.
Work up an advertising presentation on appliances or furniture by video tape or posters and present to classroom.	
Vote on which item you would buy based on the advertising presented and explain why.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Beginning

Course/Unit Goal:	Generalization(s):
C. Identify the processes of acquiring housing and setting up a household.	The recycling of home furnishings and equipment reduces housing costs.
Content: Recycled Home Furnishings	

Learning Experiences	Resources
Discuss or brainstorm for ideas as to what it means to "recycle home furnishings."	Lewis, Evelyn L., Housing Decisions, Goodheart-Wilcox Co., Inc., South Holland, IL, 1978, p. 286.
Brainstorm substitute items that could be used for the following: plant stand, window covering, dining table, place to sit, book shelves, picture frame and storage for kitchen utensils.	Kelly, Joan M and Chamberlain, Valerie M., Survival: A Guide to Living on Your Own, McGraw-Hill, New York, 1980, pp. 78-80, 89. Betty Crocker, Starting Out, Golden Press, New York, 1975, pp. 202-205.
Using a collection of items commonly thrown away, make a usable item in class.	Pearson, Independent Living: Being on Your Own, McGraw-Hill, NY, 1980, pp. 124-5.
Select one item, such as a desk, and compare prices of a new one, second-hand one, and one made from recycled items or items commonly found around the home.	Field trip to new furniture stores, antique stores, and second-hand stores.

Extended Learnings:

Stage your own "room revival" by looking at a room in your home to determine how currently unused items can be recycled.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
D. Examine the rights and responsibilities of landlords, tenants, sellers and buyers. Content: Laws	A specialized vocabulary is utilized for housing transactions.

Learning Experiences	Resources
Have a realtor come and speak on laws pertaining to renting, buying, contracts, agreements, etc.	Realtor or agency. Washington Survival, Betty Hall and Ken Holmes, Holt, Rinehart and Winston, 1976, pp. 18-20.
Make a list and define vocabulary terms the renter or home buyer will need to know.	
Use pamphlet or a panel of landlords and realtors to explain the words in leases.	"Home Buyer's Vocabulary", pamphlet, U.S. Dept. of Housing and Urban Development, U.S. Gov Printing Office. (Not available in quantity).
Read leases obtained from various apartments and answer questions pertaining to the lease.	Rental Form Kit for House and Apartment, Self-Counsel Press, International Self-Counsel Press, Ltd., 1303 N. Northgate Way, Seattle, WA 98133.

Extended Learnings:

Visit a nearby apartment and ask questions. See apartment and decide if you would rent that apartment based on ideas brought up in class.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Beginning

Course/Unit Goal:	Generalization(s):
D. Examine the rights and responsibilities of landlords, tenants, sellers and buyers. Content: Fraudulent practices.	Housing consumers are targets for fraudulent practices.

Learning Experiences	Resources
Ask an attorney or city official to speak about fraudulent practices related to housing.	Attorney City Official Better Business Bureau Attorney General's Office Chamber of Commerce Real Estate Agent

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING

Course or Unit Goals and Supporting Generalization(s):

A. Compare resources and services related to housing at the community, state and national level.

Groups and individuals may utilize housing resources to meet a variety of needs.

Agencies have special programs to meet housing needs at all stages of the family life cycle.

Merchants and manufacturers have resources and services available to assist the housing consumer.

When consumer concerns arise, there are various avenues for seeking satisfaction through local, state and national agencies.

B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget.

A workable knowledge of credit can influence housing decisions.

Different factors affect the availability of credit for housing needs.

Exploring housing alternatives allows the consumer choices in the expenditure of the housing dollars.

A variety of options are available to protect the housing investment.

The purchase of household goods and services should involve consumer research and financial decisions.

When conservation principles of energy are utilized, the total cost of housing may be reduced.

A housing budget involves the accumulation of many fixed and variable expenses.

The cost of housing is related to the quality of design, materials and methods of construction.

C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment.

Work simplification principles can be applied when setting up a household.

The relocation of a household involves organization and the planning of resources.

The process of setting up a household incurs hidden expenses.

When selecting housing, alternatives should be explored and evaluated.

DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING (Cont'd)

When evaluating prospective housing, there are a number of factors to consider regarding structure and materials.

Special factors need to be considered when locating and establishing housing for the disabled or elderly.

D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.

A special vocabulary is utilized for housing transactions.

Implied and written contracts define housing agreements.

The responsibilities of maintenance and repair vary with housing alternatives.

State and federal policies provide financial incentives for home ownership.

Real estate transactions involve sequential processes.

Real estate ownership provides opportunity for profit.

All levels of government are involved in housing.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:

A. Compare resources and services related to housing at the community, state and national level.

Content:

Agencies
Class Action
Housing Programs
Special Needs

Generalization(s):

Groups and individuals may utilize housing resources to meet a variety of needs.

Agencies have special programs to meet housing needs at all stages of the family life cycle.

Learning Experiences

Identify and list state and national agencies available to consumers.

Research one state or national agency available to consumers.

Discuss and list people's housing needs and how needs are met.

Identify and locate housing programs in the community designed to meet the housing needs of specific groups of individuals, (i.e., handicapped, elderly, migrants).

Visit programs designed to meet housing needs.

Extended Learnings:

Attend one or more public meetings concerning housing needs.

Resources

Phone book
Sylvia Porter's Money Book
Library
SPI Documents
Newspapers
City Planning Commission
Urban Development
City Council Minutes
Building Department
Council on Aging
Housing and Urban Development (HUD)
Federal Housing Administration (FHA)
Washington Association for Retarded Citizens

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:

A. Compare resources and services related to housing at the community, state and national level.

Content:

Consumer Agencies
Complaint process

Generalization(s):

Merchants and manufacturers have resources and services available to assist the housing consumer.

When consumer concerns arise, there are various avenues for seeking satisfaction through local, state and national agencies.

Learning Experiences

Review consumer agencies in community.

List state and national consumer agencies using resources.

Film Harry J. Wood (SPI)

Listen to teacher discussion on Bait and Switch, Lo-Balling, Free-Gimmick, Loss Leader.

Share consumer problems.

Compile information on warranty and guarantees.

Evaluate warranties and guarantees.

Ask a store representative to speak on product returns.

Ask an attorney to speak on complaint process.

Extended Learnings:

Write a letter of complaint.

Resources

Better Business Bureau
Chamber of Commerce
Phone book
Social Service Directory
County Extension Office
Attorney General

Harry J. Wood, ESD

Consumer Rights and Responsibilities Tip Sheet, SPI

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget.

Content:

Mortgages
Types of loans

Generalization(s):

A workable knowledge of credit can influence housing decisions.

Learning Experiences

Prepare small group reports on the following topics:
- Types of mortgages (i.e., graduated payment mortgage, flexible payment mortgage, flexible loan insurance program, defferred interest mortgage, role over mortgage, reverse mortgage).
- Types of loans (Conventional, VA, FHA, contract sales, 235 or other special federal funding for low income, disaster loans, Farmers Home Admin).
- Sources of loans (savings, loans, life insurance companies, commercial bank, mutual savings, mortgage companies, pension funds, unions, parents, previous owner).
- Develop a list of questions to ask about your mortgage.

Fill out worksheet on closing costs.

Play House Hunt (located at Educational Manpower, Inc., P.O. Box 4272 Madison, Wisconsin 53711 (608) 274-4180)

Extended Learnings:

Find out what the current interest rates are from different loan sources, types of loans and types of mortgages.

Resources

"How to Buy A Home", Better Homes and Gardens, 1978, pp. 116-125.

"Housing Perspectives", Forecast for Home Economics, April, 1978, p. 46.

How to Buy Real Estate, U.S. News and World Report, 1970, pp. 167-182.

Housing Decisions, Evelyn Lewis, The Goodheart-Wilcox Co., 1978, pp. 110-116.

Homes With Character, pp. 122-125.

Real Estate Agents
Mortgage Company Employees
Bankers

The Home, Its Furnishings and Equipment, 2d ed., Virginia Gutherie, pp. 128-138.

U.S. Department of Housing and Urban Development, Wise House Buying, Wash., D.C., 1974.

Homes With Character, 1980, pp. 116-117.

Housing Decisions, 1978, p. 116.

How To Buy a Home, Better Homes and Gardens, pp. 122-123.

Educational Manpower, Inc., P.O. Box 4272, Madison, WI 53711, (608) 274-4180.

Covello, Charles, Real Estate Buying/Selling Guide for Washington, Self Council Press, LTD, 1303 N. Northgate Way, Seattle, WA 98133. (206) 522-8383, Chapters 4,5,6,7.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget. Content: Factors that influence interest rates.	Different factors affect the availability of credit for housing needs.

Learning Experiences	Resources
Invite someone to speak on factors that influence the availability of credit.	Speaker from: Financial Planning Firm Bank Economic Teacher from local community college
Collect articles on interest rates, price of gold, price of oil, etc. for bulletin board, reports, etc.	Daily newspaper News magazines

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:

B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget.

Content:

Price ranges of various types of housing.
How much can you afford to pay for housing.

Generalization(s):

Exploring housing alternatives allow the consumer choices in the expenditure of the housing dollars.

Learning Experiences

Identify various housing alternatives.

Search out price ranges in your area of the types of housing listed above.

Tour various types of housing.

Determine how much an individual can afford for housing - from the consumer's point of view and the bank's point of view. (Can you afford to buy? Should you rent?)

Resources

See program goal: Make housing decisions based on individual, family and societal needs, Section D: Evaluate alternative housing choices.

Covello, Charles, Real Estate Buying, Selling Guide for Washington, Self Council Press, 1303 N. Northgate Way, Seattle, WA 98133, Chapters 1 and 9.

Want Ads
Real Estate Agents
Builders
Lending Officer from bank or Mortgage Co.
Personal Finance Counselor

"How to Beat the High Cost of Housing," Women's Day, July, 1980, p. 72.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget. Content: Recognize and plan for housing expenditures.	Management of the housing dollars is influenced by needs and wants.

Learning Experiences	Resources
Discuss the costs involved in the selection of housing. Recognize that costs depend upon the housing alternative chosen.	Utility and telephone companies TV cable Newspaper Garbage disposal
Isolate a category of housing utilities and research the actual costs.	
Calculate the monthly income of an individual making a minimum wage and from this budget plan housing costs both fixed and variable.	
Listen to a panel of recent graduates discuss housing expenditures.	
Evaluate how needs and wants influence housing expenditures and how budgets can be altered to meet these.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget. Content: Home insurance. Property maintenance.	A variety of options is available to protect the housing investment.

Learning Experiences	Resources
Discuss various types of insurance: Home owner Renters Mortgage FHA VA Salary Insurance	Guest Speakers: Insurance man/woman Banker Real Estate Agent
Discuss ways and costs to maintain your property: Paint Household repairs Maintenance Landscaping Housekeeping Keeping it up to safety standards (fire alarm, burglar alarm, inspect for fire hazards). Energy conservation.	Guest Speaker: Hardware Store Employee Landscape Artist Fireman

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget. Content: Sources of consumer information.	The purchase of household goods and services should involve consumer research and financial decisions.

Learning Experiences	Resources
Review the various sources of consumer information.	"Consumer Reports" "Changing Times"
Do a report on various small appliances (research for which brand is best). Develop a rating sheet.	Telephone Book Classified Ads Better Business Bureau
Research various home maintenance services and list where to go in your area for various services. Solve various maintenance problems via decision making process. After you make a decision, call the Better Business Bureau and inquire about the reputation of the service giver of your choice.	Brown, Jan, Buy It Right, Consumer Services Division, Career Institute, 555 East Lange Street, Mundelein, IL 60060
Develop case studies regarding individuals or couples just starting out. Identify their consumer needs, prioritize these needs and make suggestions on how they might obtain these items for a limited amount of money.	

Extended Learnings:

Price various appliances at appliance stores, department stores, discount stores, hardware stores.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget.

Content:

Energy efficient homes.
Energy efficient construction.

Generalization(s):

When conservation principles of energy are utilized, the total cost of housing may be reduced.

Learning Experiences

Go to the power/gas company and hear a speaker on energy conservation in the home (including initial construction techniques, insulation, storm doors, windows, heating systems).

Make a list of 10 ideas gained from speaker; discuss and take them home and discuss with parents.

Learn how to read your electric meter.

Have a local builder talk about his/her energy efficient construction techniques and then visit a construction site and evaluate the construction techniques used.
(Teacher Note: You may need to point out that the initial cost of energy efficient homes may be more but that they will save money over the long run).

Resources

Power Company

"Our Energy Problems and Solutions," Energy Conservation Research, 9 Birch Road, Malveen, PA 19355 (Locally distributed by Puget Power)

Energy Conservation in the Home, U.S. Department of Energy, EDM, pp 197-198.

Local Builders

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget.	A housing budget involves the accumulation of many fixed and variable expenses.
Content: Expenses in operation, maintenance and purchasing.	

Learning Experiences	Resources
Interview parents as to what fixed and variable expenses they have in relation to the housing budget.	Home With Character, 1980, p. 77. Home With Character, 1980, p. 76.
Fixed: 1. Mortgage payment or rent. 2. Installment on furnishings and equipment. 3. Utilities: gas, oil, electricity, telephone, water, trash/garbage. 4. Transportation. 5. Home insurance. 6. Personal liability. 7. Taxes-property. 8. Accessments - road improvements and others.	
Flexibles: 1. Recreation and entertainment at home. 2. Replacement of home furnishings. 3. Hobbies. 4. Home repairs. 5. Others.	
Indicate which are most important.	
Contact institution to find out cost and proportion of total budget each plays.	
List 4 ways a person or family can reduce the cost of housing and home maintenance.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Analyze housing expenditures and relate these to the money allocated to housing in the individual or family budget. Content: Fraud Construction techniques and materials.	The cost of housing is related to the quality of design, materials and methods of construction.

Learning Experiences	Resources
Discuss the fact that it may cost more initially to buy a well-built house, but that over the long run the extra cost may save.	
Visit a moderately priced home and an expensive home and compare types of materials used.	Local builders (if you can't visit sites, then take some slides).
Invite a speaker(s) to discuss designing homes to fit the landscape, building covenants in various residential areas.	Planning Commission members Architect
Discuss construction and home maintenance frauds.	Newspaper articles Magazine articles Better Business Bureau State Attorney General's Office of Consumer Protection Film: "Harry J. Woods in the Door," (check ESD).
Extended Learnings: Collect newspaper articles about home maintenance fraud.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING

Level: Advanced

Course/Unit Goal:

C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment.

Content:

Tasks involved in moving.

Generalization(s):

Work simplification principles can be applied when setting up a household.

The relocation of a household involves organization and the planning of resources.

Learning Experiences

Make a plan for moving in by listing tasks that are to be completed.

Arrange the task according to the things that need to be done:
- The first hour
- The first day
- The first week
- The first month

Experiment with tasks that need to be done when moving in by doing them using several different methods.

Demonstrate to other class members the most efficient technique for doing the task.

Decide where equipment in the kitchen units should be placed based on the principle of "point of first use."

Arrange the equipment.

Tell why equipment is placed where it is.

Extended Learnings:

Help a neighbor move in.
Record helpful hints.

Resources

Betty Crocker's Starting Out, Golden Press, 1975.

Washing Windows
Cleaning tubs, sinks, toilets
Folding sheets, towels
Cleaning food cupboards, frige, oven

List of equipment or cupboard plan or use actual equipment in school labs.

Filmstrip: "How to Clean an Apartment," Franklin Clay Films, P.O. Box 2213, Costa Mesa, CA 92626.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment.

Content:

Generalization(s):

The relocation of a household involves organization and the planning of resources.

Learning Experiences

Brainstorm ways to move, (i.e., self-haul, professional mover, station wagon).

Discuss the times one would move on one's own and times when one would hire a professional mover.

Invite a representative from a moving company to talk about company rules, what obligations they assume, how they determine charges and when the charges must be paid.

In groups, select a location approximately 500 miles away. Calculate costs and advantages and disadvantages for 3 ways of moving. Present results to the rest of the class.

Resources

Betty Crocker's Starting Out "Handbook on How to Move", 1975, pp. 45-60.

Lewis, Evelyn, Housing Decisions, Goodheart Wilcox: South Holland, IL 1978 pp. 96-99.

Craig, Hazel Thompson, Homes With Character, D.C. Heath: Lexington, MASS, 1980, pp. 103-106.

Pearson, Craig M., Independent Living: Being On your Own, McGraw-Hill: New York, 1980, pp. 11-14.

Sherwood, Ruth F., Homes Today and Tomorrow, Bennett: Peoria, IL, 1976, p. 411.

"ICC Summary of Information for Shippers of Household Goods", (Ask for Form BO, p. 103, Revised, 1974). Interstate Commerce Commission, Washington, DC 20423.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment.

Content:

Home repairs.

Generalization(s):

The process of setting up a household incurs hidden expenses.

Learning Experiences	Resources
Arrange for a panel to come to your classroom to discuss hidden costs (i.e., phone fee, damage deposit or others, cable hook-ups, water/sewer hook-ups).	Speakers: Elderly Young singles Married couple
Ask questions of panel (these may be prepared prior to the day of the panel).	
Brainstorm some common home repairs that might be made by oneself initially when moving in or at a later time.	"Home Maintenance" filmstrip series, 1980, Chas. Bennett
View filmstrip on repairs you can make to save the cost of paying repair person.	"Simple Household Repairs", Franklin Clay Films, 1974

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment. Content: Acquiring housing. Special needs for disabled and elderly.	When selecting housing, alternatives should be explored and evaluated. When evaluating prospective housing, there are a number of factors to consider regarding structure and materials. Special factors need to be considered when locating and establishing housing for the disabled or elderly.

Learning Experiences	Resources
Discuss the different types of housing available for purchase in the community.	Real estate agents, want ads
Identify advantages and disadvantages of each.	
List and prioritize housing needs of your family.	
Invite a resource person from the building industry to give guidelines and suggestions on what to look for in the structure of a dwelling.	Building Dept., architects, contractor, real estate agent
Develop a checklist to evaluate a house for rent or purchase.	
Listen to disabled and/or elderly guest speakers identify specific human disabilities and the special needs that result.	"Housing the Elderly", Journal of Home Economics, Fall, 1978. "Housing Perspective,"Forecast, Feb., 1979.
Cite existing building features that enhance or hinder use of housing by occupants with special needs.	Washington Assoc. for Retired Citizens Washington Assoc. for the Blind
Visit available housing and evaluate how it meets special needs.	
In small groups modify living environments to simplify or reduce problems confronting the elderly and disabled.	Newspaper ads, realtor, field trips, nursing homes, etc.
Present revised living environments to the class for discussion and evaluation.	Copies of blueprints, floor plans
View film on how disabled persons manage.	Film: "Bonnie Consolo", Washington Film Library or ESD

Extended Learnings:

Evaluate their own home using check sheet. Evaluate students' own home for factors that would enhance/hinder a person with special needs and present a possible plan for change.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
C. To make consumer decisions related to acquisition, service, maintenance and repair of home furnishings and equipment.	Care and repair of appliances extends the life of the appliance.
Content:	
Care of appliances.	

Learning Experiences	Resources
Review pamphlet on "The Care and Repair of Appliances".	Forecast for Home Economics, Oct., 1979, pp. 76-77.
Take one of the appliances from the homemaking room and decide on its care.	"The Care and Repair of Appliances", Forecast for Home Economics, Oct., 1979, pp. 76-77.
List any repairs necessary for this specific appliance.	
Clean the appliance.	
Make a plan for repair.	
Extended Learnings:	
Maintain and repair one appliance for your own home.	

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:	Generalization(s):
D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.	A specialized vocabulary is utilized for housing transactions.
Content:	Implied and written contracts define housing agreements.
Rights and responsibilities.	The responsibilities of maintenance and repair vary with housing alternatives.

Learning Experiences	Resources
Review housing vocabulary.	Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., South Holland, IL, pp. 114-120. Home Buyer's Vocabulary, U.S. Department of Housing and Urban Development, Pueblo, Colorado.
Panel discussion: Ask landlords and tenants as guest speakers to share landlord and tenant agreements, expectations, and contracts.	Landlord and tenant panel.
As a follow-up, list the written and implied agreements that were given by panel. Discuss.	
Read "Reading a Lease" and answer questions about or list important points about reading a lease.	Washington Survival, Betty Hall and Ken Holmes, Holt, Rinehart, Winston, pp. 13-18.
Evaluate a lease from your community and tell whether or not they would sign the lease and why.	Landlords and Renters (a learning packet), Mary Ann McGlothin and Ruth Palmer, SPI, 1976.
Interview homeowners, renters to identify their responsibilities for the maintenance and repair of their dwellings. Share findings in class.	Current Consumer, Oct., 1979, p. 24.
	Teacher Resource: "Housing Perspective," Forecast, Oct., 1977.
	Rental Form Kit for House and Apartment, Self Counsel Press, International Self Counsel Press, LTD, 1303 N. Northgate Way, Seattle, WA 98133.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.

Content:

Generalization(s):

Real estate transactions involve sequential processes.

Learning Experiences

Brainstorm the steps in finding a home to buy. Discuss and compile a list.

With another person in class, fill in the chart in "Finding the Right House for Your Family."

Find the ads in the newspaper for a home for sale that meets your "right" home criteria.

Of the three ads, choose one home that meets most of your criteria for the "right" house.

Ask a realtor or attorney to speak on buying and finalizing the purchase of a home.

Figure the monthly mortgage at the current interest rate.

List the closing cost for this home.

Resources

Real Estate Buying/Selling Guide for Washington, Charles J. Covello, Attorney Self Counsel Press, Inc., 1303 N. Northgate Way, Seattle, WA 98133.

House Hunters Guide, 25¢ a copy, Form #4219, Family Housing Bureau, Chicago Title Insurance Co., IL West Washington Street, Chicago, IL 60602.

Homes With Character, Hazel Thompson Craig, D.C. Heath and Co., Lexington, MASS p. 114.

Housing Decisions, Evelyn L. Lewis, Goodheart-Wilcox Co., Inc., South Holland, IL.

Housing Perspectives Individuals and Families, L. Gertrude Nygren, Burgess Publishing, Chapter 32.

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:

D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.

Content:

Property ownership and profit.

Generalization(s):

Real estate ownership provides opportunity for profit.

Learning Experiences	Resources
Have a landlord come and explain some of the ways real estate ownership provides profit or loss.	Landlord

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING   Level: Advanced

Course/Unit Goal:

D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.

Content:

All levels of government.

Generalization(s):

All levels of government are involved in housing.

Learning Experiences

Review state landlord-tenant laws and building and health codes in your area.

Have a building inspector explain what the codes are. Possibly he can give you a checklist.

Brainstorm ways in which individuals and/or families are discriminated against in housing choices.

After reading Title VIII of the Civil Rights Act, Title I of the Housing and Community Development Act of 1974, The Equal Credit Opportunity Act and given a list of examples, decide if those examples are discriminatory.

Extended Learnings:

Take checklist home and evaluate their own premises according to building and health codes.

Resources

Building inspector

"Housing Perspectives," Forecast for Home Economics, Nov., 1977 (has some good examples).

HUD (U.S. Department of Housing and Urban Development), Washington, D.C. 20410.

Handbook for Citizen Fair Housing, National Committee Against Discrimination in Housing, Inc., 1425 H Street, N.W., Washington, D.C. 20005, Dec 1974, Free.

Attorney General

U.S. District Court

Program Goal: DEVELOP CONSUMER COMPETENCIES RELATED TO HOUSING Level: Advanced

Course/Unit Goal:

D. Contrast the rights and responsibilities of landlords, tenants, sellers and buyers.

Content:

Financial incentives

Generalization(s):

State and federal policies provide financial incentives for home ownership.

Learning Experiences	Resources
Devise a list of agencies of financial institutions that may provide incentives to home owners (i.e., IRS, banks, power companies).	
Contact and research if and when incentives are available and then report back to the class.	
Analyze incentives offered and evaluate whether or not they are advantageous to home owners.	
React to guest speakers on subject.	Guest Speakers: Mortgage institutions Home Savings and Loan institutions

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Unit or Course Goals and Supporting Generalizations:

A. Recognize ways personal resources are used to make a home comfortable, efficient and aesthetically pleasing.

Personal resources can be used to make the home more attractive.

Personal resources can be used to make the home more comfortable, efficient and aesthetically pleasing.

B. Appraise and organize living space for safety.

Home accidents may be minimized by applying knowledge of human factors related to safety.

Most home accidents can be prevented.

Accidents may be minimized by recognizing possible hazards and correcting them.

Appropriate storage of household items prevents accidents.

C. Recognize aspects of home decorating in creating an attractive environment.

The interaction of people is influenced by furniture arrangement.

Beauty may be achieved through coordination of the elements and principles of design.

Awareness of beauty can be developed in human beings.

Color effects people's moods, comfort and efficiency.

D. Identify suitable furnishings for living spaces.

There are necessities for furnishing living spaces.

Needs and wants help in determining which furnishings are necessary.

Necessities organized to meet individual situations will assist personal management procedures.

E. Plan an efficient approach to maintenance and cleaning.

The frequency with which the equipment is used is related to convenience of storage, its arrangement in the work center and multiple use capabilities.

The proper use and care of furnishings and equipment reduces maintenance and repair costs.

Knowledge and application of basic home repair skills can save time, money and energy.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:	Generalization(s):
A. Recognize ways personal resources are used to make a home comfortable, efficient and aesthetically pleasing. Content: Personal resources	Personal resources can be used to make the home more attractive.

Learning Experiences	Resources
List skills that can be used to make the home more attractive.	Fleck and Fernandez, Exploring Family Life, 4th ed., p. 382.
Inventory skills and personal resources of classroom members concerning skills relevant to housing decoration.	Community members.
Brainstorm for family and community resources for skills related to housing.	
Given the resources and skills available, identify skills the class will practice.	
Invite resource people or students to demonstrate the skills.	
Create a criteria for skill product evaluation.	
Evaluate own project or skill and display at school.	

Extended Learnings:	Leadership Strategy:
Do additional projects at home. Garbage gardening (see Butterick's Guide to Independent Living, p. 27).	Student contact the resource people and be responsible for introduction and thank you's, both written and oral.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

A. Recognize ways personal resources are used to make a home comfortable, efficient and aesthetically pleasing.

Content:

Resources in redecoration.

Generalization(s):

Personal resources can be used to make the home more attractive.

Learning Experiences

Given the case situation, analyze and decide what the sisters might do.

- Identify resources (personal economics, values, goals)
- Note limitations
- Consider the alternatives
- Develop a sequential plan of action.
- Evaluate the plan
  - -resources actually used
  - -goals met
  - -affect on individuals

Extended Learnings:

Make a plan for redecorating a bedroom.

Resources

Case Study:
Sally and Suzie are teenage sisters who must share a bedroom. Their parents have given them permission to redecorate their room provided they don't spend more than a specified amount.

Sally can sew quite well and Suzie has taken wood shop. They both know how to paint and have time on the weekends to work on the project. However, Sally was in a car accident and broke her leg.

Sonet and Moore, The Seventeen Guide to Decorating for One-Room Living.

Tips & Topics in Home Economics, Oct., 1975.

Fleck and Fernandez, Exploring Family Life, 4th ed.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

A. Recognize ways personal resources are used to make a home comfortable, efficient and aesthetically pleasing.

Content:

Handmade home accessories.

Generalization(s):

Personal resources can be used to make the home more attractive.

Learning Experiences

Tour several homes and identify items made by individuals and view family created decorative items concerning how it was aesthetically pleasing.

Interview the hostesses of homes on your tour and fill out the following check sheet:

Why is the item displayed?
How much does it cost to make?
How much time does it take to make?
Who made the item?
Did all members of the family have work exhibited?
What skills were required to make the item?
Why is the item displayed where it is?
How was the skill learned?
How long did it take to learn?
How long have you been doing the skill, hobby, etc.?

Extended Learnings:

Explore with family members the homemade heirlooms.

Visit a community member to view a special homemade decorative object and see how it could be made.

Resources

Community members with hobbies displayed in their homes.

Leadership Strategy:

Have students arrange for tours and write thank you notes.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

A. Recognize ways personal resources are used to make a home comfortable, efficient and aesthetically pleasing.

Content:

Generalization(s):

Personal resources can be used to make the home more comfortable, efficient and aesthetically pleasing.

Learning Experiences	Resources
Students with cameras and tape recorders go into the community to interview people who have special talents related to making homes comfortable, efficient and aesthetically pleasing. Write up a report or make a project.	The Foxfire Book, E. Wiggenton, Anchor Press, 1969.
Go back to the resource people with the completed projects to see if what was written was interpreted as the resource people meant for it to be.	
Present information to the class.	
Extended Learnings:	
Compile a list of relatives with talents that could be used to make living areas more attractive.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES   Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Appraise and organize living space for safety.	Home accidents may be minimized by applying knowledge of human factors related to safety.
Content:	Most home accidents can be prevented.
Safety conditions.	Accidents may be minimized by recognizing possible hazards and correcting them.

Learning Experiences	Resources
Develop a checklist to identify the safety hazards within one's home or in the homemaking department.	Fact Sheet, Home Accident Statistics (See following page). Information Sheet - Causes of Accidents in the Home, A Selected List (See following page).
View film and discuss the importance of safety hazards.	"That Feeling of Falling." "To Eliminate All Unreasonable Risks" Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040 "Home Safe Home", ESD "Zap the Cat", Electrical Safety Comic Book, Puget Power.
Analyze the hazards in, "How Many Hazards Can You Spot?" (This can be an evaluation tool or pre-test).	"How Many Hazards Can You Spot?" Caring for a Home, Proctor & Gamble
	"The Home Safety Search Checklist,"U.S. Consumer Product Safety Commission
	National Safety Council, 425 N. Michigan Avenue, Chicago, IL 60611 "The Hazard Hunter" "Thirteen Ways to Kill Grandma (and Grandpa)" "Is Your Home Fall Proof?"
Extended Learnings:	Leadership Strategy:
Design and follow through a plan to eliminate safety hazards within your home.	Arrange activities in the grade schools.

FACT SHEET
HOME ACCIDENT STATISTICS*

1. Over 25,000 deaths and over 4 million serious injuries result from accidents in the home. One hundred ten thousand (110,000) suffer some permanent impairment from home accidents.

2. Nearly as many people are injured from home accidnets as from traffic accidents and work accidents combined.

3. The most common type of home accident is FALLS. Ten thousand five hundred (10,500) meet death yearly and injuries from falls run into the millions.

4. The second major cause of home accidents is home fires causing 6,000 deaths plus 250,000 disabling injuries. Two thousand (2,000) deaths and over 100,000 disabling injuries result from clothing fires. The chief causes of fires, in order of the poll taken are:

    1. Smoking
    2. Electrical wiring
    3. Heating and cooking equipment
    4. Children playing with matches
    5. Open flames and sparks
    6. Flammable liquids
    7. Suspected arson
    8. Chimneys and flues
    9. Lightning
    10. Spontaneous ignition

5. Two thousand individuals die yearly from poisoning; over 200 of them are children under 5. Over 800,000 non-fatal poisonings occur each year, 1/3 of which involve youngsters under 5. Specific products most often involved in accidental child poisoning include: ASPIRIN, INSECTICIDES, HOUSEHOLD CLEANING AGENTS.

6. Many home accidents involve structural components of houses:

    25,000--people suffer from hot water burns.
    200,000--injuries are inflicted from glass doors and windows.
    250,000--injuries occur in tubs and showers.
    1.8 million injuries--result from accidents involving stairs.

7. More firearm fatalities occur in the home than in the field or while hunting. All of these accidents happened while playing with a gun, examining or demonstrating a gun, and while cleaning or repairing it. All could have been avoided if the gun had been unloaded before being brought into the home and the ammunition and guns stored in separate places.

8. Approximately 700 people drown in home accidents; over 230 of these in home swimming or wading pools.

9. Over 300 deaths occur in the home each year due to electric shock.

10. Five hundred thousand (500,000) serious accidents related to appliance misuses are reported yearly. Accidents most likely to occur with the misuse of electrical equipment include burns, fires and electrical shock, cuts, falls over appliance cords, and explosions. Sixty thousand burns received in one year from coffeemakers and irons alone.

11. Accidents occur to persons of all ages but the aged over 65 and children under 5 are the most vulnerable.

	Deaths	Injuries
Falls	10,5000	millions
Home fires	6,000	250,000
Clothing fires	2,000	100,000
Poisonings	2,000	800,000 (non-fatal poisonings)
Drownings	700	
Shock	300	
Firearm fatalities	173	
TOTAL over	28,000	over 4 million with 110,000 permanent impairments

*Statistics based on 1) National Safety Council
2) National Commission on Product Safety
3) 1973 Yearbook of Agriculture
4) 1976 articles in newspapers and magazines

NOTE: Keep in mind that statistics vary depending on the source. Many of the 1976 articles are quoting figures from different years. The intent of the statistics is to show the severity and extensiveness of home accidents--not to memorize exact numbers.

INFORMATION SHEET

CAUSES OF ACCIDENTS IN THE HOME, A SELECTED LIST

Home and laboratory accidents are caused by human factors:

Improper use of kitchen gadgets and sewing utensils
Poor housekeeping practices
Improper use of the sewing machine
Improper use of the range, gas and electric
Improper use of small electrical appliances
Improper use of major electrical appliances
Abusing electrical equipment
Poor housekeeping practices of floors and floor coverings
Improper use of grooming appliances
Improper storage of firearms
Inadequate lighting
Improper or lack of repairs
Wearing improper clothing for a task
When you are in too much of a hurry or are over-fatigued
Ignorance of potential dangers
Not practicing safety measures
Improper use of chemicals
Distractions
Unsafe arrangement of furniture
Poor organization
Obstructed stairways
Lack of training for children
Crowding
Inability to guess each other's behavior
Not following directions
Improvising
Poor judgment
Lack of safety inspections
Alcohol and other drugs

Home and laboratory fires are caused by:

Improper use of the electric iron
Improper use of electrical appliances
Improper use of electricity
Improper use of gas appliances
Careless personal habits
Poor consumer choices in household fabrics and textiles
Improper storage techniques
Poor housekeeping practices
Forgetfulness

Home and laboratory shocks are caused by improper use of electricity.

Home and laboratory falls are caused by poor housekeeping practices.

Home and laboratory accidental poisoning is caused by improper storage.

MOST HOME AND LABORATORY ACCIDENTS OCCUR FROM A MIX OF HUMAN ERROR AND HAZARDOUS SURROUNDINGS.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Appraise and organize living space for safety.	Accidents may be minimized by recognizing possible hazards and correcting them. Most home accidents can be prevented.
Content: Fire safety	

Learning Experiences	Resources
Invite a local firefighter to speak on fire safety in your home.	Possible topics: Use of a fire extinguisher; getting help; what babysitters should know about fire safety; fire escape and survival; explosion, smoke and toxious fumes; and fire prevention.
View a film on fire safety. Develop a list of ways to prevent fires in the home.	"Saved by the Bell" - Modern Talking Pictures "Learn Not To Burn" "Another Man's Family" "Donald's Fire Survivor Plan" Available from: Fire Training Commission for Voc. Ed., Airdustrial Park Bldg., 17 LS-10, Olympia, WA 98504. "Super Sitter", U.S. Consumer Product Safety Commission, Seattle Area Office, 3240 Federal Bldg., 915 2nd Ave., Seattle, WA 98174.
Develop and use a safety check sheet to evaluate your home about fire safety.	
Discuss case situations concerning babysitting safety.	Case situations: 1) You are babysitting four children in our community. The 3 yr. old girl, 2 yr. old boy and the 9 mo. old baby are asleep upstairs. The 8 yr. old is downstairs with you as you finish your homework. You smell smoke and go to the hallway and find the stairs on fire. What are you going to do? 2) You are babysitting two children in a second floor apartment. The 3 mo. old baby is asleep, you and the 5 yr. old boy are watching TV. You smell smoke and go to the apartment door and feel that the door is warm. What are you going to do? 3) You are babysitting at a ranch-type farmhouse 20 miles out of town. There is no phone in the home. The children are asleep at one end of the house and you start a fire while popping corn in the kitchen. There was so much grease in the exhaust fan that it caught fire and now the kitchen is on fire. You get out the living room door. What are you going to do?
Extended Learnings: Check the exits within your home in case of a fire such as the exits from your bedroom. Make alternative plans for escape in case of fire from various places in the home. See that all family members are aware of fire exits in your home. Get a "Tot Finder" sticker from Fire Dept. and place on child's bedroom window. Participate in local fire prevention program.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:	Generalization(s):
B. Appraise and organize living space for safety.	Appropriate storage of household items prevents accidents.
Content:	Proper care of the home reduces accident possibilities.
Storage of toxic products. Care of home.	

Learning Experiences	Resources
List areas in the home. Divide students into groups to brainstorm possible toxic household products stored in that area.	
Discuss and compile a list of actual toxic products.	Poison Control Centers Children's Orothopedic Hospital, Seattle Deaconess Hospital, Spokane Kadlec Hospital, Richland
Invite a speaker from the Poison Control Center to talk about poison preventive measures.	Poison Control Center (stickers and pamphlets)
Show a film on poisoning.	"Travels of Timothy Trent" "People Make It Happen" Modern Talking Pictures
Introduce Mr. Yuk; discuss how to label and store toxic materials.	
Write a one-minute radio public service announcement on poison prevention.	"Product Safety, It's No Accident," U.S. Product Safety Commission.
Write a paper explaining "How proper care of the home reduces accident possibilities". Include in the paper their knowledge of the causes of home accidents, fires and poisoning.	

Extended Learnings:	Leadership Strategy:
Write for Mr. Yuk stickers and apply them to toxic substances. Go through medicine chest and throw out old medicine.	Record for the radio a one-minute broadcast on poison prevention methods. Make posters for poison prevention week to put up in the community.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

C. Recognize aspects of home decorating in creating an attractive environment.

Content:

Furniture arrangement.

Generalization(s):

The interaction of people is influenced by furniture arrangement.

Learning Experiences	Resources
Evaluate a classroom setting as to its effectiveness in getting people interactive.	Teacher arranges room before class.
Arrange a better furniture plan for the classroom on paper.	Interior Design, Butterick,"Working With Space,"Program 2, Template 8A.
Share the plan with others telling why it is better. Choose several and arrange the classroom to see how it works.	
Show room arrangement on the overhead projector and examine for interaction possibilities. Discuss how these might be improved. Arrange models for improved interaction.	Home and Environment for Human Growth, J.C. Penney.

Extended Learnings:

Plan and arrange a living area of your home for better interaction.

Leadership Strategy:

Group involvement on project with a reporting of consensus.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

C. Recognize aspects of home decorating in creating an attractive environment.

Content:

Color
Design

Generalization(s):

Beauty may be achieved through coordination of the elements and principles of design.

Awareness of beauty can be developed in human beings.

Learning Experiences

Introduce elements and principles of design -

Elements:
- color
- line
- form
- texture
- space
- pattern

Principles:
- balance
- proportion
- rhythm
- exphasis
- harmony or unity

List 3 favorite colors. Given a black/white picture, plan a color scheme using the three identified favorite colors.

Discussion on principles of design.

Locate magazine pictures that illustrate the 5 principles of design.

Extended Learnings:

Locate principles of design in the home.

Resources

The Home: It's Furnishings and Fashions, Part II, Chapter 2-3, pp. 220-270, McGraw-Hill, Webster Division, 1979.

Homes With Character, Chapter 10-11, pp. 197-227, D.C. Heath Co., 1980.

Homes: Today and Tomorrow, Part III, Chapter 9, pp. 224-259, Ruth Sherwood, Bennett Publishing Co., 1976.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

C. Recognize aspects of home decoration in creating an attractive environment.

Content:

Creating a mood.
Camouflage and illusion.
Personality.

Generalization(s):

Color effects people's moods, comfort and efficiency.

Learning Experiences

Research and discuss "Personalities of Colors" statements and examples:

- Color can warm a room
- Color can cool a room
- Color can stimulate and excite
- Color can calm and soothe
- Color affects activity
- Color creates mood
- Color reflects personality
- Color changes under differing light
- Color varies with the texture on which it is used
- Color can be the focus of attention
- Color can be an effective background
- Color can camouflage
- Color can create an illusion of space

Find three magazine pictures that show different moods created by use of color. Write a brief description of the effects of the colors.

Using construction paper, tempera paint or paint chips in different colors, have students develop a poster showing how color affects color. For example, show the different look of a primary color pasted on a light background, a dark background, a background of its compliment.

Extended Learnings:

Make a color collage showing colors that soothe, excite or of a specific room.

Research more about color and its affect on feelings.

Resources

Ethan Allen, Home Fashion Course, pp. 6-9.

The Home: Its Furnishings and Equipment Part II, Chapter 2, pp. 220-237. Webster McGraw-Hill, 1979.

Homes: Today and Tomorrow, Part III, Chapter 9, pp. 237-259, Bennett Publishing Co., 1976.

Homes With Character, Chapter 12, pp. 201-220, Heath: D.C., 1980.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:	Generalization(s):
D. Identify suitable furnishings for living spaces.	There are necessities for furnishing living spaces.
Content:	Needs and wants help in determining which furnishings are necessary.
Recognizing furniture necessities. Organizing living spaces. Needs and wants.	Necessities organized to meet individual situations will assist personal management procedures.

Learning Experiences	Resources
Individually identify the necessities for furnishing own living space differentiating between needs and wants.	
Using the case study, arrange the room for the most comfort and privacy for each boy. Rearrange the basement room that Jack and John had to meet the needs of a family who plans to use it as a family room that will also serve as a guest bedroom.	Case Study: Jack and John, 14 year old twin brothers, are moving into a new home. Their parents have said they could have a large basement room, 15x20 feet, as their room. They need room for their beds and separate study areas. They also want as much privacy as possible. Graph Paper Ruler Furniture Models 2 twin beds 2 desks and chairs 1 bookcase 1 stereo and 2 speakers 1 large chest of drawers 2 bean bag chairs
Extended Learnings: Evaluate the home living areas and list arrangements that are very satisfying in meeting values and goals of the family members. List areas that could be improved and make suggestions of ways of doing it.	Housing Today, pp. 28-35 and 96-102, Hepler and Wallach, Webster Division, McGraw-Hill Book Company, San Francisco, CA.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:	Generalization(s):
E. Plan an efficient approach to maintenance and cleaning. Content:	The frequency with which the equipment is used is related to convenience of storage, its arrangement in the work center and multiple use capabilities.

Learning Experiences	Resources
Take all kitchen equipment out of drawers and cupboards. Students will work in groups to place equipment where they think it belongs. Given a recipe, go through the steps of preparation (need not make the item). Keep track of time and foot traffic of those with the recipes. Make a list of generalizations as to where basic equipment in a kitchen should be located. Rearrange the equipment and try the same process again. Determine whether or not the efficiency improved. Extended Learnings: Students can evaluate their kitchens at home by using the list of generalizations from class.	Survival, Kelly & Chamberlain, McGraw-Hill New York, 1980, pp. 82-85.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

E. Plan an efficiency approach to maintenance and cleaning.

Content:

Common cleaning jobs.

Generalization(s):

The proper use and care of furnishings and equipment reduces maintenance and repair costs.

Learning Experiences

Given a card with the generic name of a cleaning product (i.e., furniture polish, floor wax, etc.), search through magazines for ads for brand-name products.

Organize ads into groups according to the form of the product--spray, cream.

Report to rest of class.

To keep the ads, can make collages.

At home or at a neighbor or friend's house, make a list of the name brand products from the generic group they have been working on. List the product, use directions on the master list of name-brand products.

At school, in groups, compare their lists from home.

Each group will report their findings to the entire class.

Brainstorm for common cleaning jobs for the home.

In groups, interview community members to find out how often each of the above jobs need to be done. Discuss in the total class.

Write the compiled information on individual note cards. Cards can be color coded according to the frequency of each job. List on these cards the equipment needed for each task.

Share the cards with parents, neighbors or adult friends, and then revise them according to information gained from interviews.

Resources

Family Circle, June 26, 1979, p. 4.

Fleck and Fernandez, Exploring Family Life, 4th ed., pp. 312-319.

Craig and Heath, Homes With Character, pp. 424-425.

Butterick Publishing, A Guide to Independent Living, pp. 18-19.

Bratton, Home Management Is..., 1977, pp. 26-31.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Beginning

Course/Unit Goal:

E. Plan an efficient approach to maintenance and cleaning.

Content:

Simple household repairs.

Generalization(s):

Knowledge and application of basic home repair skills can save time, money and energy.

Learning Experiences

List areas where simple repairs may be needed (leaky faucet, running toilet, squeaky hinges, electrical appliances, window shades that won't roll back, blown fuses or circuit breakers, dull scissors or knives, clogged drains, leaking sink stoppers, sticking doors and windows, loose tiles, plugs on cords, scratches and dents in wood furniture, repairing holes in walls, weather stripping, hoses that leak, furnace repairs, paint, wallpaper).

Discuss the pros and cons of "doing it yourself" (i.e., saved money, time v. renting or buying tools, lack of knowledge or time).

Identify sources of information where the consumer can learn how to make basic repairs.

Extended Learnings:

Make a repair at home or for someone else.

Go to a bookstore and identify resources on home repairs. Make bibliography to share with class.

Resources

Consumer Survival Kit, The Big Fix: Home Repairs, Maryland Center for Public Broadcasting, Owing Mill, Maryland 21117.

Betty Crocker, Starting Out: How to Get the Most Out of Your Home, Furnishings, Food, Money, pp. 229-232, Western Publishing Co., Inc., School and Library Dept., 150 Parish Drive, Wayne, NJ 07470, 1978.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Unit or Course Goals and Supporting Generalization(s):

A. Recognize and organize human potential for managing living space.

Sharing the workload of the home can help develop responsibility of living group members.

Utilizing the talents of each home member may produce a more satisfying living experience.

One's ability in making, buying, repairing or renovating home furnishings, accessories and household equipment can influence the management of living spaces.

A plan for management of the home that considers priorities of each member living within the group enhances relationships.

Resources are available for managing living space.

B. Organize people and space for safety.

One may act more appropriately to emergency situations if safety procedures have been practiced.

Accidents may be minimized by applying scientific principles related to care and use of supplies, equipment and furnishings.

Accidents may be minimized by organizing living spaces.

Most accidents are caused by unsafe behavior.

When one uses utilities, one needs to know about their source of entry into the house, proper use of each, and codes governing their use.

Peoples' homes and belongings may be safeguarded through the cooperation of the community members.

C. Create a comfortable and aesthetic home atmosphere.

Elements and principles of design combine to form overall feelings about an environment.

Walls treated in various ways give different effects (i.e., paint, wallpaper, paneling, stone and fabric).

Both hard and soft floor coverings have advantages and disadvantages depending on usage and the atmosphere desired.

The type of window, its purpose and location effects the choice of materials used for window treatment.

DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES (Cont'd)

D. Select and assess the furnishings for living spaces.

Factors which help in choice of essential furnishings are composition of living groups, values, goals, standards of quality, pattern of living, available funds and space.

The selection of furnishings is based on personal, natural and economic resources.

The extent to which an individual or family can satisfy housing wants and needs depends upon the available income and the ability to manage resources.

The selection of furnishings should be based on appropriateness for intended use.

E. Organize and maintain an efficient home environment.

Professional assistance in house care for some areas of the house may be more efficient and economical than "do-it-yourself."

A systematic approach to jobs to be accomplished can facilitate completion of the tasks.

A knowledge of the characteristics of materials used in construction is valuable in the use and care of equipment and furnishings.

Sharing the workload of the home can help develop responsibility of living group members.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

A. Recognize and organize human potential for managing living space.

Content:

Personal relationships and order in the home.

Generalization(s):

A plan for management of the home that considers priorities of each member living within the group enhances relationships.

Learning Experiences	Resources
Discuss what influences the standards for comfort, order and cleanliness within a home.	Proctor and Gamble, "Caring for a Home", 7/79
Make a list of examples for each area in small groups or by class, comfort, order, cleanliness.	Proctor and Gamble, "Caring for a Home", 7/79
Discuss how consideration of the above information could enhance one's relationship with other members of a living group.	"Housing and Home Furnishings, Your Personal Environment", Butterick Publishing Ditto master entitled, "Jobs Around the House".

Extended Learnings:

Discuss the form, "Keeping a Home Clean: How Much Does It Matter?" with their families.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

A. Recognize and organize human potential for managing living space.

Content:

Household responsibilities.

Generalization(s):

Sharing the workload of the home can help develop responsibility of living group members.

Utilizing the talents of each home member may produce a more satisfying living experience.

Learning Experiences

Prepare a list of household responsibilities necessary for apartment living.

In groups of 3, develop a plan in which 3 people share the above apartment responsibilities.

Discuss cooperation necessary to maintain the relationship and apartment.

Make a list of things you know how to do and are willing to share.

Make a list of tasks you need to learn how to do. Develop a strategy for learning these tasks.

Extended Learnings:

Learn how to do one household repair or task.

Resources

The Home: Its Furnishings and Equipment, Ruth Morton, 1979, McGraw-Hill.

"Simple Household Repairs", Filmstrip, Franklin Clay Films, 1974.

Butterick Publishing, "Housing and Home Furnishings", Part III, Housekeeping Upkeep.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

A. Recognize and organize human potential for managing living space.

Content:

Repairing and remodeling home furnishings.

Generalization(s):

One's ability in making, buying, repairing or renovating home furnishings, accessorie and household equipment can influence the management of living spaces.

Learning Experiences

Visit a local shop where repair and refinishing work is done.

Listen to a talk on repairing, remodeling or refinishing furniture.

Plan and give a demonstration on one of the following:

- Repair of small appliance (iron, toaster, etc.).
- Refinishing small piece of furniture.
- Remodeling a window covering from an old one to a different one.
- Using remnants to make household accessories (toaster cover, holders, table mats, etc., etc.).

Extended Learnings:

Refinish a piece of furniture.

Use information from demonstration to repair, refinish, remodel home equipment or furnishings at home.

Resources

Local phone book.

Simple Household Repairs, filmstrip, Franklin Clay Films, P.O. Box 2213, Costa Mesa, CA 92626.

Industrial Arts teacher in your building.

Independent Living: Being on Your Own, Craig, M. Pearson, McGraw-Hill, 1980, Chapter 11, p. 153.

Betty Crocker, Starting Out, Goodwin Press: New York, Western Publishing Co., Racine, WI

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:	Generalization(s):
A. Recognize and organize human potential for managing living space. Content: Services available.	Resources are available for managing living space.

Learning Experiences	Resources
Investigate commercial cleaning services and available private household workers.	Yellow pages of telephone book Want ads
Interview persons involved as to the types of tasks performed, time involved, training necessary and cost to the consumer.	Possible Services: Domestic household workers Commercial cleaners Carpet cleaners Painters Paper hangers Chimney cleaners Furnace cleaners Appliance and furniture repairs Electricians Plumbers

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS   Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Organize people and space for safety. Content: Security	One may act more appropriately to emergency situations if safety procedures have been practiced.

Learning Experiences	Resources
Review emergency situations that might occur in the home. Add any new ones that come up at this time, (i.e., theft, injury).	
Read Starting Out. Evaluate in relation to the energency situations.	Betty Crocker, Starting Out, Golden Press, 1975, New York, p. 234.
Listen to speaker from the police department explaining security measures that one can practice in the home.	Speakers from the police department. Consumer Survival Kit - Surelock Homes, Maryland Center for Public Broadcasting, Owings Mills, Maryland 21117.
Listen to a first-aid instructor demonstrating emergency first aid procedures.	Article, "To Stop A Thief: A Guide to Home Security", Anena Fisher Rush, McCalls, Sept., 1978, p. 150.
Develop a pamphlet on procedures for coping with emergencies such as fire, gas leaks and break-ins, etc. and distribute to other students.	A Guide to Independent Living, Butterick Publishing, pp. 23-32, 1975.
Develop a list of security needs for own homes.	
By 2's, plan and give a demonstration on ways to make the home less vulnerable to emergencies.	

Extended Learnings:

Prepare a property list for each room in the home.

Choose and carry out a project to make the home secure (doors, windows).

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Organize people and space for safety.	Accidents may be minimized by organizing living space.
Content: Traffic patterns. Kitchen design.	

Learning Experiences	Resources
Define traffic flow (pattern of movement people use to go from one room to another).	Marilyn McFarlan, *Exploring Living Environments*, McKnight Publishing Co., Bloomington, IL 61701, p. 242.
Using teacher originated overheads, 1. Identify traffic pattern. 2. Analyze arrangement of furniture for safe traffic flow. 3. Given a specific room, arrange furniture for safe traffic flow. Evaluate for correctness.	Morton, *The Home: Its Furnishings and Equipment*, McGraw-Hill, pp. 310-311. *Exploring Living Environments*, p. 190.
Identify collision areas in the kitchen (i.e., cupboard doors, enough space to open dishwasher door, oven door, etc.)	Extension Bulletins (kitchen design, space standards), from County Agent.
Extended Learnings: Rearrange a room in your home to allow for a more organized living space.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:	Generalization(s):
B. Organize people and space for safety.	Accidents may be minimized by applying scientific principles related to care and use of supplies, equipment and furnishings.
Content: Accidents and unsafe behavior.	Most accidents are caused by unsafe behavior.

Learning Experiences	Resources
Review procedures for storing, caring for and using toxic household substances. (Remember not to mix household cleaners).	Film, "Play It Safe", Modern Talking Pictures.
Share personal experiences of accidents or new accidents caused by outdoor yard equipment.	"Safe Mowing is Better Mowing," Supt. of Documents, GPO #052-011-00161-9, Government Printing Office, Washington, D.C. 20402.
Identify possible danger points of outdoor yard equipment.	
Discuss how to use and care for outdoor yard equipment.	
Share personal experiences of accidents or near accidents caused by household equipment and appliances.	"The Care and Simple Repair of Household Equipment", #301 "Household Equipment, It's Care and Repair" Extension Office from County Extension Agent.
List dangers of incorrect use and care of household equipment and appliances.	
Describe general safety procedures for use of electrical appliances.	
Identify furnishings which may cause accidents at home (i.e., untacked rugs, slat floors, split-level entries). Research ways to lessen the hazard involved.	
Learn and practice proper posture and body mechanics for safe lifting, moving, carrying and working.	"Take It Easy", Washington State Heart Assoc., 3121 Arcade Building, Seattle, WA 98101

Extended Learnings:

Identify a potential safety hazard and take preventive action.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

B. Organize people and space for safety.

Content:

Codes

Generalization(s):

When one uses utilities, one needs to know about their source of entry into the house, proper use of each, and codes governing their use.

Learning Experiences

Visit a new home site, remodeling project or existing home and learn where the electricity, water, natural gas, etc. enters the house and how to turn each off. Include use of fuses and circuit breakers.

Study the purposes of various types of electrical circuits in the home.
a) general purpose (120 watts)
b) appliance circuits (120, 240 watts)
c) individual circuits

Investigate local electrical-plumbing specifications and Building Codes.

Find out how you obtain a building permit and the types of projects that require a permit.

Identify and define the seals of approval used by utilities and appliance companies.

Extended Learnings:

Sketch the intakes and outlets for electricity, gas and water in own homes.

Resources

Utility Companies

Willing father

Building Inspector (electrician)

Morton, The Home: Its Furnishings and Equipment, McGraw-Hill, pp. 394-398.

Building Inspector.

City Hall or County Courthouse.

Morton, The Home: Its Furnishings and Equipment, p. 395.

Garrett, Consumer Housing, Bennett, 1972, pp. 161-163.

The Home: Its Furnishings and Equipment, pp 398-399.

National Board of Fire Underwriters, Sherwood, Homes Today and Tomorrow, Bennett, pp. 113-115.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal: B. Organize people and space for safety. Content: Safeguarding neighborhoods.	Generalization(s): Peoples' homes and belongings may be safeguarded through the cooperation of the community members.

Learning Experiences	Resources
Listen to a policeman or other law enforcement officer speak about "block watch". Discuss other security systems offered by the law enforcement offices such as patrolling houses when owners are away.	Law enforcement
Look for articles in newspapers and magazines identifying how homes and belongings can be safer because of neighbors or community effort.	Newspapers Magazines
Extended Learnings: Organize a "block watch" in your neighborhood.	Leadership Strategy: Make a plan to make the community safer. Carry it out.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES   Level: Advanced

Course/Unit Goal:	Generalization(s):
C. Create a comfortable and aesthetic home atmosphere.	Elements and principles of design combine to formoverall feelings about an environment.
Content:	
Feelings created by environment.	

Learning Experiences	Resources
Study color wheel and list basic types of color schemes and nine-step grey scale.	Text Books: Kelly, Today's Teen, p. 277-281. Lewis, Housing Decisions, Chapter 7. Sherwood, Homes Today and Tomorrow, Chapters 9, 10, 11 & 12.
Find pictures illustrating a variety of color schemes, decorating ideas.	
Discuss feelings evoked by each room. (Examples: happy, calm, excited, disturbed, etc.).	
Discuss optical illusion.	
Discuss variety of rooms or settings which have been appealing or have not been appealing.	
Choose a desired room mood. Place samples of floor, wall, window, upholstery fabric on the worksheet that indicate space allowed for each component. Discuss feeling evoked by each room illustrated on worksheet.	Samples: Floor coverings Wall paper Paint chips Window coverings Upholstery fabrics Worksheet, The Young Decorator, Phyllis Sloan Allen, Brigham Young Press, 1975.
Extended Learnings:	
Design and put up a bulletin board using the caption, "Using Nature to Design Color Schemes for Rooms"	
Identify and describe the type of mood in your room at home.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES   Level: Advanced

Course/Unit Goal:

Create a comfortable and aesthetic home atmosphere.

Content:

Design principles as related to furnishings.

Generalization(s):

Elements and principles of design combine to form overall feelings about an environment.
- Walls treated in various ways give different effects (i.e., paint, wallpaper, paneling, stone and fabric).
- Both hard and soft floor coverings have advantages and disadvantages depending on usage and the atmosphere desired.
- The type of window, its purpose and location effects the choice of materials used for window treatment.

Learning Experiences	Resources
List design principles. Visit a furniture store and identify the principles shown in displays.	Check at: Furniture or floor covering store. Interior design studio. Extention agent.
Develop a checklist of factors to consider when arranging furniture.	
View Butterick filmstrip.	The Butterick Interior Design Series, Program 3, "Working with Backgrounds".
React to talk by guest speaker on interior design.	Housing Decisions, Evelyn Lewis. The Home: Its Furnishings and Equipment, Ruth Morton.
Design a project which illustrates principles of design (home furnishings such as pillows, wall hangings, picture arrangements, etc.).	Homes: Today and Tomorrow, Ruth F. Sherwood. Homes With Character, Hazel Thompson Craig.

Extended Learnings:

Make the project designed.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

D. Select and assess the furnishings for living spaces.

Content:

Living group compositions.
Values.

Generalization(s):

Factors which help in choice of essential furnishings are composition of living groups, values, goals, standards of quality, pattern of living, available funds and space.

Learning Experiences

Discuss changes in living group compositions at home:
- leaving home - setting up housekeeping
- newly married
- starting family
- growing children
- diminishing family
- elderly

Discuss how values may change as group composition and ages change.

Assess case studies according to factors which help in choice of necessities for furnishings. How are necessities of individuals and families reflected in kind and quantity of furniture and equipment. (See following pages).

Play decorating game using case studies. Consider ways to furnish the rooms that individual's or family's needs and desires are met.

Extended Learnings:

Select 3 stages of family life and interview person or persons in each stage. What factors affected their choice of necessities in furniture and equipment?

Resources

Teen Guide To Homemaking, Webster Division McGraw-Hill Book Co., San Francisco, CA pp. 99-121.

Housing and Home Furnishings: Your Personal Environment, Butterick Publishing 1975.

The Butterick Interior Design Series, 1977, Program 4, "Creating Personal Space."

THE FOUR FAMILY SITUATIONS

Young Married Couple:

Marian and Tom, a newly married couple, have just chosen their first living quarters. Marian is a secretary on the college campus where Tom is a student. They feel fortunate to have obtained an apartment in the married students' apartment building. Theirs is a small two-bedroom apartment in need of paint. Floor space is limited and they have very little furniture. That doesn't matter however, they are happy because their highest priority at this time is a college degree for Tom and later, one for Marian.

Their plans include painting and refinishing the old furniture obtained from home. As to the limited space in the apartment, Marian feels that this is not so important now, but will be important when they have children. For now, entertaining must be simple and inexpensive anyway, so a small living room suffices also. Tom, however, needs a quiet place to study, so he uses the second bedroom for this purpose. This young couple is in the first stage of the family life cycle.

Beginning Family:

Bob and Jane Smiths have four small children, one to five years old and a limited family income. They have many financial demands and unexpected emergencies. Both of them want more children. Since a large family is important, they feel they cannot buy a house at present but are happy with a rented one. The Smiths are an example of a family in the second stage of the family life cycle called the beginning family. Since all of the Smiths' children are preschoolers, a fenced-in yard is an important housing feature for the family. Mrs. Smiths also has a great need for labor-saving devices. Warmth, safety and sanitation are very important priorities for this family.

The Jackson Family:

The Jacksons value doing things together as a family, giving informal dinner parties, and persuing individual hobbies. The Jacksons chose a spacious house with a separate bedroom for each child and a large basement. The grounds around the house provide space for pets and game playing. The house is not in the most fashionable section of town and i not as new as one that could have been bought if space for their priorities was not so important. The Jacksons represent the third stage of the family life cycle. All their children are in school, but none of them are in their teens. John has just received a pony, which needs a stable, his sister Janet collects miniature dolls. She is the only girl in the family. She needs a room of her own, not only for privacy but also for her hobby. Hank, the youngest member of the family, has been given an electric train set. The basement has a special area for the electric train, since both parents enjoy helping to assemble the train and track. Mrs. Jackson likes to sew and has converted a small room on the second floor into a sewing center. Mr. Jackson's hobby is gardening.

The Thomas Family:

The Thomas family represents the "empty nest" stage of the family life cycle. This family consists of an only child and no pets. Both Mr. and Mrs. Thomas are active in the social and political life of the community. The choice of their house was influenced by its location and elegance. Their values and goals were evident when they made their choice. Their only daughter is in college and will not graduate until June. Their two-bedroom home will continue to meet their needs. The large and lovely living and dining rooms will give them pleasure as they entertain their friends with small elegant dinners.

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES.

Level: Advanced

Course/Unit Goal:

D. Select and assess the furnishings for living spaces.

Content:

Choices of home furnishings.

Generalization(s):

The selection of furnishings is based on personal, natural and economic resources.

Learning Experiences

With a set amount of money, research and compute cost for the two major, two minor and one accessory assignment in the previous learning experience. Share findings with classmates.

Collect pictures illustrating the range of furnishing choices available
- New and used - (second hand)
- Finished and unfinished
- Unassembled (both woods, plastics, blow-up, etc.)
- Improvised
- Rented

Discuss availability in your community of the above types of furnishings.

Extended Learnings:

Interview someone regarding personal reasons for selecting the form of furnishings chosen.

Resources

Homes With Character, Heath, 1980, pp. 283-285.

Catalogues
Salespeople
Newspaper
Magazines

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES　　Level: Advanced

Course/Unit Goal:

D. Select and assess the furnishings for living spaces.

Content:

Selecting appliances and equipment.

Generalization(s):

The extent to which an individual or family can satisfy housing wants and needs depends upon the available income and the ability to manage resources.

Learning Experiences	Resources
Set up a display of appliances and/or equipment. Discuss use of each. Are all necessities or are some luxuries? Compare different makes of each type as for efficiency, convenience, cost and specific features. Make a list of major appliances in your home. Check those for which there are warranty and care and operation booklets. List the kinds of information given. Of what value are these booklets? What would you do if they were not available and you needed information? Extended Learnings: Visit a local store and compare high, medium and low quality of appliances and equipment.	Mixer Blender Electric Frying Pan Coffee Pot Deep Fat Fryer Range Refrigerator

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

D. Select and assess the furnishings for living spaces.

Content:

Furnishings for living spaces.

Generalization(s):

The selection of furnishings should be based on appropriateness for intended use.

Learning Experiences

Choose a room of furniture. List two (2) major pieces of furniture, two (2) minor pieces of furniture, and one (1) accessory deemed essential for survival. Explain choices.

Discuss desirable furniture construction for the following functions:
- storage
- sitting
- sleeping
- dining
- working

Role play customers and sales clerks buying and selling the above furniture items. Vote on best buys as depicted in role playing situations.

By committees, design check lists for use as guides in evaluating furniture.

Extended Learnings:

Interview family members or neighbors as to what they identify as essential furnishings.

Resources

The Home: Its Furnishings and Equipment, 1979, pp. 289-297.

Housing Decisions, 1978, furniture check-list, pp. 216-217.

Homes With Character, 1980, Heath and Co. check list, pp. 286-287.

Roles for consumer might include:
1. Uninformed
2. Nosey, questions everything
3. Informed

Roles for salespeople might include:
1. Fraudulent or "snow job"
2. Knows nothing
3. Well informed, "honest"

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:	Generalization(s):
D. Select and assess the furnishings for living spaces. Content:	The selection of furnishings should be based on appropriateness for intended use.

Learning Experiences	Resources
Arrange furniture according to your needs, utilizing what you have learned about space and traffic patterns.	"Working With Space", Butterick Publishing 1977 Housing and Home Furnishings: Your Personal Environment, Butterick Publishing, 1975. (See Appendix).

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

E. Organize and maintain an efficient home environment.

Content:

House care: To pay for, or do-it-yourself.

Generalization(s):

Professional assistance in house care for some areas of the house may be more efficient and economical than "do-it-yourself".

Learning Experiences	Resources
Using phone books and guides to city businesses, list professional assistance in house care available in your area and its cost.	Phone books City guides
Divide into imaginary living groups. Determine type of living quarters, number of rooms, etc. each group will occupy.	
List house care tasks that need to be done daily, weekly, monthly, yearly in your living area.	
Considering how much your time is worth, compare cost of hiring work done to doing it yourselves.	Professional cleaning people
Present conclusions to rest of class.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES Level: Advanced

Course/Unit Goal:	Generalization(s):
E. Organize and maintain an efficient home environment. Content: Care of the home.	A systematic approach to jobs to be accomplished can facilitate completion of the tasks.

Learning Experiences	Resources
Show filmstrip, "How to Clean an Apartment." Pair off into roommates. In each roommate group, use the ditto master visual #2 from Proctor and Gamble, "Caring for a Home" - Establishing a Household Work Schedule for Completing Household Tasks. Discuss tasks and assign different responsibilities to each roommate.	"How to Clean an Apartment", Franklin Clay Films, P.O. Box 2213, Costa Mesa, CA 92626. Caring for a Home Kit, Proctor and Gamble, 1979-80
Each roommate group select a household task to demonstrate.	
Extended Learnings: Develop a household work schedule at home with family members. Report on its success.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

E. Organize and maintain an efficient home environment.

Content:

Care of furnishings.

Generalization(s):

A knowledge of the characteristics of materials used in construction is valuable in the use and care of equipment and furnishings.

Learning Experiences	Resources
Divide into groups using the following topics: Floor coverings Upholstery fabric Furniture finishes Kitchen appliances Window coverings	Housing Decisions, Evelyn L. Lewis, The Goodheart-Wilcox Co., Inc., South Holland, IL (312) 333-7200, Chapter 9, pp. 213-250.
Discuss characteristics of materials used in construction which influence maintenance. On a piece of butcher paper develop a checklist of points to consider when selecting and maintaining the above.	
Research and demonstrate ways to clean and care for each of the categories above.	
Extended Learnings:	
Use the checklist to evaluate furnishings and equipment at home.	
Clean, care and evaluate one or more of the recommendations demonstrated.	

Program Goal: DEVELOP COMPETENCIES FOR MEETING COMFORT, EFFICIENCY AND AESTHETIC GOALS OF INDIVIDUALS AND FAMILIES

Level: Advanced

Course/Unit Goal:

E. Organize and maintain an efficient home environment.

Content:

Human resources available.
Plan for management.

Generalization(s):

Sharing the workload of the home can help develop responsibility of living group members.

Learning Experiences	Resources
View filmstrip, "Housekeeping Upkeep." Divide into groups such as: groups with 1 person groups with 2 people groups with 3 people groups with 4 people groups with 5 people Given the task of moving tables and chairs in the homemaking room to another place within the room or clean the kitchen cupboard, time the activity of each group.	Filmstrip, "Housekeeping Upkeep", Butterick Publishing, Independent Living Program, Stratford Learning Co., Barbara Weiland, 161 Sixth Ave., New York, NY 10013.
Each group discuss: -Feelings about doing the task; -How plans were made to accomplish the task; -How the only person accomplished the task; -Advantages of working together and the interaction that took place.	
Analyze following case situations to identify workload. Make a plan for managing family workload with everyone working one hour. Mother assumes total Mother/Father share Teenager assuming total Single parent father	
Interview several home owners, renters, landlords (include both sexes) to identify what they see as their responsibility for maintenance of their residence.	
Make a plan to share the work load in the home. Carry out and record.	

Program Goal: IDENTIFY HOUSING RELATED CAREERS

Unit or Course Goals and Supporting Generalizations:

A. Identify types of jobs related to creating and maintaining living environments.

> There are a variety of careers and jobs available in the housing industry.

B. Determine interests and attitudes necessary to pursue a career in the area of housing.

> When the decision making process is utilized to make a career or job choice satisfaction is increased.
>
> Ambition, needs and wants affect career and job selection.
>
> Living environment philosophy will influence career and job location and choice.

C. Identify the economics and employment trends related to jobs in creating and maintaining optimum living.

> The choice of a job or career in the housing area will depend on economic and employment trends.

Program Goal: IDENTIFY HOUSING RELATED CAREERS Level: Beginning

Course/Unit Goal:

A. Identify types of jobs related to creating and maintaining living environments.

Content:

Living environment careers.

Generalization(s):

There are a variety of careers and jobs available in the housing industry.

Learning Experiences

Brainstorm a list of jobs related to living environments. Use telephone directories and other reference materials to identify living environment job titles and agencies that are oriented toward living environments. From this, compile a list of possible careers in the living environments area (i.e., bricklayer, contractor, florist).

Distinguish between the 3 job clusters in the living environment (service, design, production).

Divide above list into the three cluster groups.

Invite representatives from each cluster to come in to speak about their careers.

Follow-up with one of the following activities: further research on a specific career, visiting someone on the job - do a job shadow.

Extended Learnings:

Investigate one living environment career possibility in which you are interested and prepare a one-page report or give an oral presentation of the career in class. Discuss training requirements, salary, expectations and responsibilities.

Resources

Directory of Occupational Titles, Counseling Office.

Occupational Outlook Handbook, Counseling Office.

Housing Decisions, Lewis, 1978, pp. 297-314.

Program Goal: IDENTIFY HOUSING RELATED CAREERS Level: Beginning

Course/Unit Goal:

B. Determine interests and attitudes necessary to pursue a career in the area of housing.

Content:

Interest and attitudes in careers.

Generalization(s):

When the decision making process is utilized to make a career or job choice, satisfaction is increased.

Ambition, needs and wants affect career and job selection.

Living environment philosophy will influence career and job location and choice.

Learning Experiences

As a class, discuss ways careers might develop. Relate this to one's interest and growth in a career. Discuss aspects of personal job satisfaction. Identify factors to be considered when selecting a career.

Analyze your own hobbies and interests. Relate them to possible careers in living environments. Explore possible careers in living environments based on hobbies/interests (i.e., carpet layer, landscape, architect, real estate agent, mobile home park manager, interior decorator).

Complete an interest and attitude survey (e.g., California Occupational Preference Survey) to determine whether you have an interest in jobs related to living environments.

Listen to panel of persons employed in living environment careers. Inquire about the attitudes and interests one needs to succeed in the area. Relate to student's own attitudes and interests.

Extended Learnings:

Observe a person on the job in a living environment career in which the student is interested. Compile a list of tasks illustrated by this person. Report findings to class.

Resources

Counseling Office:

California Occupational Preference Survey

Interest - Inventory, Strong, Campbell

Career Assessment Inventory

Vocational Preference Inventory, Holland

Washington Occupational Information Service, W.O.I.S., Olympia, WA, Needle-Sort (208) 866-6740.

Program Goal: IDENTIFY HOUSING RELATED CAREERS Level: Beginning

Course/Unit Goal:

C. Identify the economics and employment trends related to jobs in creating and maintaining optimum living.

Content:

Housing economics.

Generalization(s):

The choice of a job or career in the housing area will depend on economic and employment trends.

Learning Experiences	Resources
Invite a panel to discuss economics and employment trends. Identify potential job opportunities related to current trends. Identify present career and job opportunities by investigating advertising, telephone directories and employment services.	Community Members Want Ads Telephone Directories Public and Private Employment Services

Program Goal: IDENTIFY HOUSING RELATED CAREERS

Course or Unit Goal and Supporting Generalizations:

A. Describe training requirements for jobs related to creating and maintaining optimum living environments.

> There are some common training requirements for the jobs in the housing and home furnishings industry.
>
> Each job or occupation has its own specific training requirements.
>
> Several alternatives are available in securing training for occupations in the area of living environments.

Program Goal: IDENTIFY HOUSING RELATED CAREERS Level: Advanced

Course/Unit Goal:

A. Describe training requirements for jobs related to creating and maintaining optimum living environments.

Content:

Employment requirements.

Generalization(s):

Each job or occupation has its own specific training requirements.

Learning Experiences

Interview persons currently working in jobs related to living environments to determine when and how to get the required training, including how long it takes and what it costs. Share information in class.

Determine the training required for a living environment job in which you are interested. Share findings in a class discussion.

Invite a person from a building trades union to discuss apprenticeship programs available for jobs related to creating and maintaining living environments. Summarize requirements for admission and terms of the training.

Visit vocational technical institutes, community colleges or universities, where one can secure training for a living environment occupation. Consult an advisor for information regarding program requirements and anticipated employment upon graduation.

Extended Learnings:

Interview and/or observe a person in a career in the housing area. Share the information with others, (i.e., exhibit, bulletin board, newspaper article, oral presentation).

Resources

Housekeeper Aides
Carpenters
Utility Service Person
Upholsterer
Window Washer
Sales Clerk
Architect
Interior Decorator
Realtor
Housing Consultant

Directory of Occupational Titles
Occupational Outlook Handbook
College Catalogs
Washington Occupational Information Service,
W.O.I.S., Olympia, WA (206) 866-6740.
(See school counselor for above resources)

Course/Unit Goal:	Generalization(s):
A. Describe training requirements for jobs related to creating and maintaining optimum living environments.	There are some common training requirements for the jobs in the housing and home furnishings industry.
Content: Employment requirements.	

Learning Experiences	Resources
Read about the job opportunities in housing. Divide into interest groups (e.g., architecture, drafting, engineering, interior design, real estate, construction, building materials, home furnishings, utility companies, government-related jobs). Research the necessary training requirements for the various occupations. Report findings to class.	Housing Decisions, Evelyn Lewis, Goodheart-Wilcox Co., Inc., 1978, pp. 297-316.
Develop a collage of living environment jobs. Include the training needed, characteristics of the jobs and benefits to be expected. Display in the school.	

Program Goal: IDENTIFY HOUSING RELATED CAREERS Level: Advanced

Course/Unit Goal:	Generalization(s):
A. Describe training requirements for jobs related to creating and maintaining optimum living environments. Content: Careers in housing.	Several alternatives are available in securing training for occupations in the area of living environments.

Learning Experiences	Resources
Develop a bulletin board which depicts the basic procedure for finding a job. Review periodically in class.	Job Finding Kit, Commission of Vocational Education, Airdustrial Park, Building 17, Olympia, WA 98504.
Discuss aspects of satisfactory job interviews and identify methods of preparing for an interview. Practice interview techniques in class.	Leadership Strategies: Interviewing techniques Decision making.
Invite a school counselor or teacher to discuss how relevant entry job skills can be acquired for jobs in living environments. Discuss advanced training availability in the area.	Washington Survival, Betty L. Hall and Ken Holmes, Holt, Rinehart and Winston, pp. 33-40.
View "Preparing for the Job You Want." Invite employers in living environment areas to discuss types of training they would like their employees to have, (e.g., on-the-job training, college, correspondence schools, technical schools, adult education, apprenticeship). Summarize what you learned and compare with information presented in the filmstrip.	Filmstrip: "Preparing for the Job You Want"
Invite a work experience coordinator to discuss the advantages/disadvantages and opportunities of work experience or on-the-job training. Summarize main points brought out in the discussion.	
Arrange a panel (or"career fair") of people in the living environment occupations (e.g., architecture, drafting, contracting, trade unions, interior design, landscaping) to discuss how they received their training. Summarize methods of securing training and discuss availability, advantages and disadvantages of each.	

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Act 1964 (Titles VI & VII), Equal Pay Act of 1973, 1972 Education Amend-
ments (Title IX) and Section 504 of the Rehabilitation Act of 1974.

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